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ABSTRACT

This manual contains the general information on Regents Examinations, Regents Competency tests, occupational education proficiency examinations, and second language proficiency examinations, as well as the regulations and procedures for ordering, administering, and rating these examinations. The Regents Examinations are achievement tests based on State courses of study in New York schools. Passing scores on the Regents examinations in English, mathematics, science, and social studies satisfy the competency testing requirements for a high school diploma. The Regents Competency tests are achievement tests to assess student proficiency in reading, writing, mathematics, science, and social studies. The occupational education proficiency examinations are achievement tests based on State courses of study in occupational education. The second language proficiency examinations are optional achievement tests usually taken by students who wish to earn high school credits in a second language. The manual also contains information about the competency test requirements for a local diploma, the Regents endorsement of a local diploma, and the granting of credit for State courses of study. Appendices give the addresses of testing and subject matter bureaus, acceptable college admissions test substitutions, examples of modified testing procedures for handicapped students, a sample letter to parents, and pertinent State regulations. (SLD)

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REGENTS EXAMINATIONS, REGENTS COMPETENCY TESTS, & PROFICIENCY EXAMINATIONS

School Administrator's Manual 1989 Edition

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Regents Examinations, Regents Competency Tests, and Proficiency Examinations

School Administrator's Manual

1989 Edition

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FOREWORD

This publication is intended for use by school administrators and guidance counselors. It contains general information on Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations as well as the specific regulations and procedures for ordering, administering, and rating these examinations. It also contains information concerning the competency testing requirements for a local diploma, the Regents endorsement of a local diploma, and the granting of credit for State courses of study. An index is provided at the end of the manual to provide assistance in locating information about specific topics.

The Bureau of Elementary and Secondary Testing Programs has overall responsibility for the general administration of Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations. All questions and comments concerning the administration of these examinations should be addressed to that bureau. Examples of such matters would be questions concerning the admission to examinations, the scheduling of examinations, the modified testing procedures for pupils with handicapping conditions and pupils whose native language is other than English, the rating of papers, the competency testing requirements for a local diploma, and the requirements for a State Regents diploma. The address and telephone number of the Bureau of Elementary and Secondary Testing Programs are provided in Appendix I.

All other questions that deal with the curricular impact of Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations should be addressed to the appropriate subject bureau in the Department. The addresses and telephone numbers of those bureaus are provided in Appendix I.

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GENERAL INFORMATION

Purposes of the Examinations

Regents examinations are achievement tests based on State courses of study used in secondary schools. Prepared by teacher examination committees and Department subject and testing specialists, they provide schools with a basis for evaluating the quality of the instruction and learning that have taken place. They are used by school personnel to identify major learning goals, offering both teachers and pupils a guide to important understandings, skills, and concepts. The examinations also provide pupils, parents, counselors, administrators, college admissions officers, and employers with objective and easily understood achievement information for use in making sound educational and vocational decisions. Passing scores on the Regents examinations in English, mathematics, science, and social studies satisfy the competency testing requirements for a high school diploma.

The Regents competency tests are achievement tests designed to assess pupil proficiency in the areas of reading, writing, mathematics, science, and social studies. Passing scores on the tests satisfy the competency requirements for a high school diploma. The Regents competency tests in mathematics and science are administered to pupils in grades 9 through 12. The Regents competency tests in reading, writing, and United States history and government are administered to pupils in grades 11 and 12. When the Regents competency test in global studies becomes part of the State testing program, the test will be administered to pupils in grades 10 through 12.

The occupational education proficiency examinations are achievement tests based on State courses of study in occupational education. Passing scores on these examinations satisfy the testing requirements for sequences in occupational education areas. The occupational education proficiency examinations are administered to pupils in grades 9 through 12 following completion of the applicable prescribed courses of study.

The second language proficiency examinations are achievement tests designed to measure learning outcomes at Checkpoint A of the State syllabi, *Modern Languages for Communication* and *Latin for Communication*. These examinations are optional and are taken mainly by pupils below grade 9 who wish to earn one unit of high school credit in a second language.

Required Use of Examinations

Regents Examinations

Section 3.34 of the Regents Rules relating to apportionment provides in part that schools receiving State aid shall make general use of Regents examinations in the senior high school grades. Nothing in this section, however, prohibits State aid to any school whose courses have been approved and whose examinations are accepted in lieu of Regents examinations.

Section 100.2(e) of the Commissioner's Regulations requires public school districts to offer Regents courses of study and examinations to all pupils who wish to earn a Regents diploma. Pupils shall have the opportunity to take Regents courses and examinations in grades 9 through 12 and, when appropriate, in grade 8.

Regents examinations are designed to measure the achievement of pupils of average and above average ability who have had instruction based on State courses of study. They are, therefore, not appropriate measures of the achievement of all secondary school pupils. The number of pupils in any one high school who should take Regents examinations will differ according to the needs and abilities of the pupils enrolled in the school and the nature of the courses offered. In each school system considered as a whole, however, it is reasonable to expect that Regents examinations will be administered to at least half of the pupils enrolled in senior high school. In addition, when a pupil has pursued a Regents-type course to its completion, the pupil is expected to take the Regents examination prepared for that course.

Competency Tests

The Commissioner's Regulations state that all pupils must demonstrate competency in the areas of mathematics, science, reading, writing, and United States history and government in order to obtain a high school diploma. Competency in mathematics may be demonstrated by passing the Regents competency test in mathematics, by passing any Regents examination in mathematics, or by obtaining minimum acceptable scores on the College Board's Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) tests. (See Appendix II.) Competency in science may be demonstrated by passing the Regents competency test in science, by passing any Regents examination in science, or by ob-

taining the minimum acceptable score on the College Board Achievement Test in Biology, Chemistry, or Physics. (See Appendix II.)

Competency in reading and writing may be demonstrated by passing the Regents competency tests in each of these subjects, by passing the Regents comprehensive examination in English, or by obtaining minimum acceptable scores on the SAT or ACT. (See Appendix II.) Competency in United States history and government may be demonstrated by passing the Regents competency test in United States history and government, by passing the Regents examination in United States history and government, or by obtaining the minimum acceptable score on the College Board Achievement Test in American History and Social Studies. (See Appendix II.)

In addition, pupils first entering grade 9 in 1988 and thereafter must demonstrate competency in global studies. Competency in global studies may be demonstrated by passing the Regents competency test in global studies, by passing the Regents examination in global studies, or by obtaining the minimum acceptable score on the College Board Achievement Test in European History and World Cultures. (See Appendixes II and VII.)

Pupils whose native language is other than English may use alternative procedures to demonstrate competency in mathematics, science, reading, writing, global studies, and United States history and government. Information concerning those procedures is provided on pages 5 and 6 of this manual.

Sections 100.5(a)(4)(iii) and 100.5(a)(5)(ii) of the Commissioner's Regulations allow transfer pupils to be exempted from the competency testing requirements depending on when they first enter a New York State school. If such a pupil first enters a New York State school after the beginning of grade 7, the pupil may be exempted from the competency testing requirement in science. If such a pupil first enters a New York State high school in the fall semester of grade 11, the pupil may also be exempted from the competency testing requirements in mathematics and global studies. Pupils entering grade 11 in the spring semester may also be exempted from the competency testing requirements in reading and writing, and pupils entering in grade 12 may be exempted from all competency testing requirements.

Occupational Education Proficiency Examinations

Part 100 of the Commissioner's Regulations requires that all occupational education sequences used to meet diploma requirements must be approved by the Education Department. In addition, the occupational education proficiency examinations, where available, are required for pupils who wish to use occupational education sequences to satisfy diploma requirements. Thus, if a State examination is offered for an occupational education course of study, pupils must pass that examination in order to use the course as part of a sequence for diploma requirements.

Second Language Proficiency Examinations

The second language proficiency examinations are intended primarily for pupils in grade 8 who have completed two units of second language study or one unit of accelerated study, have achieved Checkpoint A of the State syllabus *Modern Languages for Communication* or *Latin for Communication*, and wish to earn one unit of high school credit in second language instruction. Such pupils must take and pass a second language proficiency examination prior to grade 9 in order to earn one unit of high school credit in second language instruction.

Examination Centers

Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations may be administered only at official centers within the State of New York. The official centers include all registered secondary schools and other educational institutions that have been given specific approval to administer State examinations.

The school principal or chief administrative officer of the examination center is responsible for the enforcement of the regulations for administering Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations.

Subjects

The Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations that will be provided in June 1989 are listed below.

Regents Examinations

English

Social Studies
- Global studies
- United States history and government

Mathematics
- Sequential math, course I
- Sequential math, course II
- Sequential math, course III
- Eleventh year mathematics

Foreign Languages
- French
- German
- Hebrew
- Italian
- Latin
- Spanish

Science
- Biology
- Chemistry
- Earth science
- Physics

Regents Competency Tests
- Mathematics
- Science
- Reading
- Writing
- Global studies: experimental
- United States history and government

Occupational Education Proficiency Examinations
- Business analysis/business computer applications: experimental
- Basic agricultural skills: experimental
- Health occupations education core: experimental
- Introduction to occupations
- Human development
- Clothing and textiles
- Food and nutrition
- Housing and environment
- Communications systems
- Production systems
- Transportation systems

Second Language Proficiency Examinations
- French
- German
- Italian
- Latin
- Spanish

Information about the Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations that will be added to and deleted from the examination schedules through the 1989–90 school year is provided below.

1. The last tenth year mathematics Regents examination will be administered in January 1989. The last eleventh year mathematics examination will be administered in January 1990.
2. The Regents examination in global studies will first be administered in June 1989.
3. The Regents competency test in global studies will first be administered in June 1989. The first administration of the test will be for program evaluation purposes only. An experimental edition of the test will be used, and pupils will not be required to pass the test in order to obtain a local high school diploma.
4. The occupational education proficiency examination in health occupations education core will first be administered in January 1989, and the examinations in basic agricultural skills and business analysis/business computer applications will first be administered in June 1989. The examinations in electronic information processing, financial information processing, principles of accounting, and principles of marketing will first be administered in June 1990. The first administration of each examination will be an experimental edition.
5. Second language proficiency examinations in French, German, Italian, Latin, and Spanish will first be administered in June 1989.

Information on approved programs of study for the examinations listed above may be obtained from the appropriate subject matter bureaus. (See Appendix I.)

Dates of Administration

Each fall, schools are given official notice of the Regents examination, Regents competency test, occupational education proficiency examination, and second language proficiency examination schedules for the school year. Regents examinations in all subjects listed in the preceding section, with the exceptions noted in that section, are offered each year in June, and a limited number of examinations are offered each January and August. The competency tests are offered in all subjects in January, June, and August, except as noted in the preceding section. The occupational education proficiency examinations are offered in all subjects each January and June, with the exceptions noted in the preceding section. The second language proficiency examinations in all subjects are offered only in June.

Additional examination periods may be scheduled by the Department to meet special needs. For example, if inclement weather prevents a large number of schools from administering one or more of the January examinations to all pupils scheduled to take the examinations, an additional administration of certain of the examinations may be scheduled before the June Regents examination period. (See the following section on "Examinations Not Administered Due to Inclement Weather" for the procedures to follow if examinations are not administered in January because of inclement weather.)

In general, the examination periods are scheduled in accordance with the following principles:

1. **January.** The four-day Regents examination period is scheduled to provide at least one weekday at the end of January after the Regents examination period for school reorganization purposes.
2. **June.** The six-day Regents examination period is scheduled to provide at least four, but no more than seven, weekdays in the period that begins the day after the Regents examination period and ends the last day of June. When June 1 falls on a Saturday, Sunday, or Monday, the schedule will begin on the

second Friday in June. When June 1 falls on a Tuesday or Wednesday, the schedule will begin on the third Thursday in June. When June 1 falls on a Thursday or Friday, the schedule will begin on the third Friday in June.

3. **August.** A single day is scheduled to follow the 30-day period recommended for summer school sessions.

The Regents examination dates through the 1992–93 school year are provided below.

School Year	*January*	*June*
1988–89	January 24–27	June 16–23
1989–90	January 23–26	June 15–22
1990–91	January 22–25	June 14–21
1991–92	January 27–30	June 12–19
1992–93	January 25–28	June 18–25

Examinations Not Administered Due to Inclement Weather

Superintendents should follow normal procedures in determining whether or not school should be closed due to inclement weather during the January Regents examination period. However, if weather conditions are severe enough to warrant closing school and canceling normal bus transportation, pupils should *not* be encouraged to report to school to take the State examinations.

If a school is closed and unable to administer the State examinations in January due to inclement weather, the BOCES superintendent of the supervisory district in which the school is located should be notified of the date(s) of closing and the examination(s) that were not administered. The Department will evaluate the extent of the disruption in testing and notify school administrators about the steps to follow concerning the rescheduling of the disrupted examinations.

If one or more Regents competency tests are not administered in January, an additional administration of those examinations may be scheduled prior to the June Regents examination period. The additional administration(s) of the disrupted January Regents competency test(s) will usually occur during the month of March.

If any of the other State examinations is not administered in January due to inclement weather, the examination will *not* be rescheduled, and the next administration of the examination will be in June. However, a procedure for granting credit for the courses for which these examinations are the final examinations is available for pupils who were unable to take the examinations in January because of inclement weather. Information concerning this procedure is provided in the section "Granting of Credit for State Courses of Study" (page 29).

Attendance Records

Schools may claim a total of four "Regents examination days" in January and six in June for the purpose of administering the State examinations. Schools need not record the attendance of pupils in grades 9 through 12 on a Regents examination day, but the day counts toward fulfilling the requirement that school districts provide at least 180 days of instruction during the school year.

Regents examination days may also be claimed for the administration of local final examinations, provided that the examinations are administered during the regularly scheduled January and June Regents examination periods. Regents examination days may not be claimed when such examinations are administered at times other than during the January and June Regents examination periods.

If pupils in grades 7 and/or 8 are located in the same building as students in grades 9 through 12 who are taking examinations in January and June, the grade 7 and 8 pupils may be excused from attending school, if excusing them from attendance is necessary in order to provide adequate staff and space for the administration of examinations.

Please note that schools are expected to continue regular instruction during the January and June Regents examination periods to the fullest extent possible. Classes should be canceled only when the number of students taking examinations is so large that normal instruction cannot be carried on effectively.

Admission Requirements

Regents Examinations and Occupational Education Proficiency Examinations

All pupils who have completed the course of study leading to a Regents examination or an occupational education proficiency examination have the right to be admitted to that examination. Pupils may not be barred from an examination for disciplinary reasons or because their achievement in a subject is considered unsatisfactory. In the case of a science Regents examination, only those pupils who also have met the laboratory requirements may be admitted.

If the pupil is enrolled during the regular school year in a high school other than the school in which the examination is to be administered, the written permission of the principal of such other school is required. The school administering the examination may require that pupils from another school provide adequate prior notice, present satisfactory personal identification, and pay a reasonable fee to cover administrative and rating costs.

Pupils who have not completed Regents or occupational education courses of study may be admitted to the appropriate examinations for the purpose of demonstrating academic proficiency acquired through independent, out of school, or other study. Such pupils may be admitted to such an examination only upon the determination by the superintendent of a public school district or the chief administrative officer of a nonpublic school, or his/her designee, that the pupil will benefit academically by exercising this option. School administrators should develop local criteria for determining which pupils may attempt to earn credit without completing the course of study. (See "Pupils Not Enrolled in State Courses of Study," page 29.)

In the case of the science Regents examinations, the laboratory requirements must be met before admission to the examination. These requirements can be met through industrial and commercial experiences or by completing the necessary number of school laboratory exercises.

Regents Competency Tests

Pupils may be admitted to the Regents competency test in mathematics only after studying one unit of mathematics in grades 9 through 12, and to the Regents competency test in science only after studying the science 7, 8, and 9 curriculum. Pupils may be admitted to the Regents competency test in global studies only after studying two units of global studies in grades 9 through 12, and to the competency test in United States history and government only after studying one unit of United States history and government in grades 9 through 12. Pupils may not be barred from any of these competency tests because their achievement in the courses upon which the tests are based is considered unsatisfactory.

Only pupils enrolled in grades 11 and 12 may be admitted to the Regents competency tests in reading and writing. Thus, pupils are expected to take these tests initially in January of grade 11. No eligible pupil may be denied, for any reason, an opportunity to take the Regents competency tests.

Second Language Proficiency Examinations

The second language proficiency examinations are intended primarily for grade 8 pupils who have completed two units of study, or one unit of accelerated study, and achieved the Checkpoint A learning outcomes provided in the State syllabi *Modern Languages for Communication* and *Latin for Communication*. However, the examinations may be administered at any grade level.

Pupils who have not completed at least one unit of study may be admitted to second language proficiency examinations for the purpose of demonstrating academic proficiency acquired through independent, out of school, or other study or experience. Such pupils may be admitted to these examinations only upon determination by the superintendent of a public school district or the chief administrative officer of a nonpublic school, or his/her designee, that the pupil will benefit academically by exercising this option. School administrators should develop local criteria for determining which pupils may attempt to earn one unit of high school credit in second language instruction in this manner. (See "Pupils Not Enrolled in State Courses of Study," page 29.)

Use of Alternative Examinations

Under Section 100.2(e) of the Commissioner's Regulations, the Department may authorize the use of alternative examinations in lieu of any of the State examinations. Any alternative examination must measure a level of knowledge and skill equivalent to that of the examination for which it is being substituted and must be approved for use by the Department. At least six months prior to the administration of such an examination, the proposed examination booklet, answer sheet, scoring key, directions, and all other auxiliary materials must be submitted to the Division of Educational Testing for approval. The examination must be accompanied by such empirical evidence of the reliability of the test scores and of the comparability of the proposed examination to the corresponding examination, with respect to content and difficulty, as is available.

Alternative Competency Testing Procedures for Pupils Whose Native Language Is Other Than English

General Information

The Regulations of the Commissioner of Education permit a pupil whose native language is other than English to demonstrate competency in the basic skills through alternative procedures. In the areas of reading and writing, the pupils must:

1. demonstrate reading comprehension and writing skills in their native language at a level comparable to the requirements of the competency tests in reading and writing, and
2. demonstrate English language proficiency on a Department-approved examination designed to measure English as a second language.

In the areas of mathematics, science, global studies, and United States history and government, the pupils must demonstrate skills at a level comparable to the requirements of the competency test in each area.

The following sections provide information about the ways in which pupils whose native language is other than English may demonstrate competency. Further information and technical assistance may be obtained by contacting the bilingual supervisor at the nearest regional office of the Bureau of Bilingual Education.

Reading and Writing

Pupils whose native language is other than English are eligible to demonstrate reading and writing skills in their native language only if their first entry into a school where the predominant language is English was after grade 8. Information concerning the way in which eligible pupils can demonstrate reading and writing skills in their native languages is provided below.

Native Language Skills: Pupils may demonstrate proficiency in reading comprehension and writing skills in their native language by passing the Native Language Writing Test. The Native Language Writing Test is available in several languages. The test consists of three parts: a personal letter on a given situation, a composition on a given situation, and a composition on one of two given topics. Each task requires a response of about 100–200 words.

If the Native Language Writing Test is not available in a pupil's native language, the principal may allow a translator to translate an English edition of the Native Language Writing Test into the pupil's native language. All translations must be oral, word-for-word translations; written translations are not allowed. The translator should be given a copy of the test one hour before the starting time of the test to allow the translator to become familiar with the material in the test booklet.

If a translator cannot be obtained, the principal may use alternative examinations to determine that a pupil has achieved a level of proficiency in reading comprehension and writing comparable to passing the Regents competency tests. Principals must obtain prior approval from the Bureau of Elementary and Secondary Testing Programs to use alternative examinations.

English Language Skills: To meet the minimum requirement for proficiency in English, pupils must demonstrate satisfactory progress toward mastery of the skills measured in the competency tests in reading and writing by obtaining a specified score on a Department-approved test designed to measure English as a second language. The required level of English proficiency increases according to the number of years of English instruction that the pupil has received.

Examples of Department-approved tests that measure English as a second language are provided in Appendix III. A brief description of the tests and the recommended minimum scores for one to four years of high school study in English are included.

Mathematics, Science, and Social Studies

Pupils whose native language is other than English are eligible to demonstrate proficiency in mathematics, science, and social studies in their native language regardless of the grade during which they entered a school where the predominant language is English. Such pupils may demonstrate proficiency in mathematics, science, and social studies in their native language by passing a foreign language edition of each of the required Regents competency tests. The competency tests in mathematics, science, global studies, and United States history and government are available in several languages.

If the competency test in mathematics, science, or social studies is not available in a pupil's native language, the principal may allow a translator to translate the English edition of the test into the pupil's native language. All translations must be oral, word-for-word translations; written translations are not allowed. The translator should be given a copy of the test booklet one hour before the starting time of the test to allow the translator to become familiar with the material in the test.

If a translator cannot be obtained, the principal may use alternative examinations to determine that a pupil has achieved a level of proficiency in mathematics, science, and social studies comparable to passing the Regents competency test(s) in each area. Principals must obtain prior approval from the Bureau of Elementary and Secondary Testing Programs to use alternative examinations.

ORDERING AND ADMINISTERING REGENTS EXAMINATIONS, REGENTS COMPETENCY TESTS, AND PROFICIENCY EXAMINATIONS

Distribution of Order Forms and Informational Materials

Two sets of materials concerning the ordering and administering of Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations are sent to schools for each examination period. The first set of materials includes an order form, ordering instructions, and an examination schedule. These materials are mailed well in advance of the January and June examination periods to all registered secondary schools and to other educational institutions that have been given specific approval to administer the State examinations. The materials for ordering the August examinations are mailed to all approved summer secondary schools. Other schools wishing to administer August examinations should request order forms by writing to the Bureau of Elementary and Secondary Testing Programs by June 30.

Approximately four weeks before each examination period, the second set of materials is sent to school administrators. Included are two memorandums that contain specific information for each examination period. The first memorandum contains information on the shipping and the administration of the examinations as well as the reporting of examination results and the return of examination materials to the Department; the second memorandum contains information on the format and content of the examinations.

Ordering Examination Materials

General Ordering Procedures

Only examination materials that will be administered to pupils during an examination period should be ordered on the order form provided by the Department. The completed order form should be returned by the date specified in the ordering instructions.

Examination materials that will be used for review purposes should be ordered in a separate letter attached to the regular order form. These materials will be shipped immediately after each examination period. Since the Department retains only a limited supply of past examinations, it may not be possible to fill requests for multiple examinations received after the examinations are administered.

When ordering regular examination booklets, order the number of booklets needed plus 5 percent to provide for unanticipated increases. Be sure to indicate on the order form whether or not your school plans to use the separate machine-scorable answer sheets provided by the Department for the Regents competency tests in mathematics, science, global studies, United States history and government, and reading, and for the occupational education proficiency examinations. The necessary quantities of these answer sheets, the answer sheet pads and the Student Identification Sheets for the Regents competency test in writing, scoring keys, teacher directions, teacher dictation copies, teacher's manuals, and reference tables will be included in each examination shipment based on the number of test booklets ordered.

Examinations for Visually Handicapped Pupils

Braille and large-type test booklets are provided for most examinations and may be ordered on the regular order form. The braille and large-type test booklets ordered will be included in the regular shipment to the school. Only the exact number of copies required for the pupils actually taking each examination should be ordered. Because of the time required for the production of braille and large-type examination booklets, the Department may not be able to accept orders that are submitted after the last date set for receiving orders.

If an examination is to be administered to a pupil with a visual handicap by reading the examination to the pupil, a special edition will not be necessary. The teacher can read from a regular printed edition and appropriate adjustments may be made in administration and in rating. (See "Reader-Administered Examinations," page 16.)

Sample copies of past examinations and reference tables in braille and large type may be borrowed from the Batavia Resource Center at the New York State School for the Blind, Richmond Avenue, Batavia, New York 14020 (716: 343-8100). To make this loan service possible, schools are asked to return all braille and large-type examinations and reference tables to the Department in the Regents box after each examination period.

Examinations for Pupils Whose Native Language Is Other Than English

A Spanish language edition of the Regents examination in sequential mathematics, course I, is available for Spanish-speaking pupils. This edition is only provided for the June examination period and can be ordered on the regular order form. All other Regents examinations, occupational education proficiency examinations, and second language proficiency examinations are available only in English language editions.

Information about the Regents competency tests available for pupils with limited English proficiency is provided in the section of this manual entitled "Alternative Competency Testing Procedures for Pupils Whose Native Language Is Other Than English" (page 5). For the January and June examination periods, these tests may be ordered on a special order form that is sent to schools with the regular order form. For the August examination period, these tests may be ordered only for pupils who will complete the requirements for graduation by passing the tests in August. A separate request for these tests should be attached to the regular August order form.

Restricted Forms of Examinations

Certain Regents examinations and Regents competency tests may be provided only in restricted form. For such examinations, each examination booklet is numbered and is shipped to the school and returned to the Department in a sealed envelope. Information concerning the examinations that will be available in restricted form is provided to school administrators when materials for ordering examinations are sent to schools.

When ordering the restricted form of an examination, order the exact number of booklets required since all copies of the restricted examination booklets, whether used or unused, must be returned to the Department. Order one booklet for each pupil to be tested and, if a pupil requires the services of a translator, one booklet for each person who will serve as a translator.

Reference Materials

Certain mathematics and science Regents examinations require the use of special reference tables. The necessary reference tables will be provided by the Department, and no other reference materials may be used by pupils taking these Regents examinations.

The reference tables may be printed either as a detachable part of the examination booklet or as a separate publication. Principals will be notified in advance as to which printing method will be used in each subject. In either case, the Department will provide the proper quantity of reference tables, based on the number of examinations ordered. No separate order for reference tables is required. Reference tables that are printed as separate publications will be shipped in cardboard cartons in advance of the locked Regents boxes.

After each examination has been administered, the reference tables should be collected for classroom use during the subsequent year. If additional tables are needed for classroom use, they may be obtained by writing to the Bureau of Elementary and Secondary Testing Programs.

Supplementary Orders

Principals who find, after submitting their order forms, that they will need additional copies of Regents examinations, Regents competency tests, occupational education proficiency examinations, or second language proficiency examinations may obtain such copies by supplementary order from the Bureau of Elementary and Secondary Testing Programs. However, principals are urged to make a careful survey of the needs of the school before the original order form is submitted to obviate last-minute requests for examination materials. Supplementary orders entail considerable added administrative work in the Department. In addition, since printing orders must be placed at an early date, it may not always be possible to fill supplementary orders in any sizable quantity.

Safeguarding Examination Materials

It is the responsibility of the principal of each school ordering Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations to make the necessary arrangements for safeguarding the materials shipped to the school. Before the Department will ship examination materials to a school, the principal must certify that the locked Regents box(es) containing the secure examination materials will be stored in a safe or a vault that has reinforced walls and a metal door with a built-in lock. If such a safe or vault is not available in the school, the principal must make arrangements to store the examination materials in the vault of a bank or in the vault of another school, school district building, or BOCES building. If such arrangements cannot be made, it is the responsibility of the principal to notify the Bureau of Elementary and Secondary Testing Programs. After the necessary arrangements have been made, the principal must indicate on the Examination Storage Plan provided by the Department the location to which the examination materials should be shipped.

Approximately four weeks before the examinations are scheduled to be administered, the principals that ordered examination materials will be notified as to when the examination materials will be shipped to the schools or the other locations designated by the principals. Shortly before the expected delivery date, each principal should notify all personnel who may be expected to receive the shipment that an examination shipment will be delivered within the next few days. The personnel should be instructed to contact the principal immediately upon receipt of the examination shipment.

After the examination shipment has been delivered, the locked Regents box(es) should immediately be placed in the vault or safe at the storage location designated by the school. The Regents box key and the combination or key to the vault or safe must be maintained under strict security conditions to preclude access to the examination materials by pupils and other unauthorized persons. When the vault or safe where the examination boxes are stored is unlocked, it must be kept under continuous supervision by school personnel. Also, the locked Regents box(es) must be visually checked daily by the person in charge of the administration of the examinations to ensure that the locked Regents box(es) have not been tampered with and that the materials in the box(es) remain secure.

If the examination materials are stored in a building other than the school in which the examinations will be administered, the materials for both the morning and afternoon examinations of each day may be picked up from the storage location on the morning of that day. However, the materials for an examination may *not* be picked up from the storage location before the day on which that examination is scheduled to be administered. If the materials for both the morning and afternoon examinations are picked up in the morning, the principal must ensure that the afternoon examination materials are stored in a secure location during the morning. Also, the packages containing examination booklets, teacher dictation copies, and scoring keys are *not* to be opened until the day that each examination is to be administered.

Department personnel will make unannounced visits to some schools after the examinations have been delivered to verify that the tests are being properly stored and that the packages containing examination booklets, teacher dictation copies, and scoring keys are not opened until the day that each examination is to be administered. If a violation of examination storage procedures is found, all examination materials will be immediately removed from the school and transferred to a location designated by the Department representative. The school will then be required to store all examination materials at a location designated by the Department for a period of at least one year from the end of the examination period during which the violation occurred. In addition, the Department may cancel the school's privilege to administer examinations.

Shipment and Emergency Supplies of Examination Materials

Shipment of Examination Materials

The examination materials ordered by schools will usually be sent in two separate shipments. The first shipment will include each school's order of the examination materials listed below.

1. The modern language speaking test and the publications *Proficiency Examinations in Modern Languages, Manual for Part I: Speaking* and *Proficiency Examination in Latin, Manual for Part I: Oral Skills*. (These materials will be shipped separately approximately three months before the June Regents examination period.)
2. Earth science performance test materials (See "Performance Subtests," page 13.)
3. Native Language Writing Test materials (See page 6.)
4. Separate reference tables for the science Regents examinations
5. Teacher directions for Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations
6. Answer sheet pads and Student Identification Sheets for the Regents competency test in writing
7. Machine-scorable answer sheets for the other Regents competency tests and the occupational education proficiency examinations
8. Regents diplomas

These materials will be shipped in cardboard cartons and will be sent directly to the school approximately one month before the beginning of the examination period.

The second shipment will contain the remaining examination materials, which will be shipped in locked Regents boxes. These materials will be shipped to the location designated on each school's Examination Storage Plan so as to arrive a few days prior to the start of the Regents examination period. The padlock keys will be sent to the principal by first-class mail on the same day that the Regents boxes are shipped.

Checking Receipt of Examination Materials

The principal of each school ordering examinations is responsible for verifying that all materials ordered by

the school have been received. All shipments containing examination materials must be inventoried as soon after delivery at the school (or alternative approved storage location) as possible. If shipments containing examination materials are checked as soon as they are received, the principal can avoid the problems that occur when the examination shipments are checked two or three days before the beginning of the examination period and it is determined that additional materials are needed. It is unlikely that the Department will be able to provide examination materials that are ordered less than five working days before the materials are needed.

When checking the examination shipments, the principal should use the List of Materials included as part of the examination shipment. The list will indicate the different types of materials that should have been received for each examination ordered. This procedure will help to ensure that the school has all of the materials required to administer each examination ordered. **The sealed packages of secure examination materials must under no condition be opened while conducting the inventory.** The packages may *not* be opened until the day of the examination, just early enough to permit the distribution of materials prior to the scheduled starting time. Upon completion of the inventory, all sealed packages of secure examination materials for each examination must be stored in the locked Regents box in a safe or vault until the morning of the day that the examination is scheduled to be administered. The Bureau of Elementary and Secondary Testing Programs should be notified immediately if any packages of secure examination materials are not properly sealed or if additional examination materials are required.

Emergency Supplies of Examination Materials

In January, June, and August, emergency supplies of examination materials are available from regional centers throughout the State. A list of the regional centers for each examination period is sent to each school with the order form. If sufficient time remains before an examination, schools needing additional copies of the State examinations should obtain such copies from the Bureau of Elementary and Secondary Testing Programs. Examination materials will be released from the regional centers only on the day of the examination, unless prior approval has been obtained from the Bureau of Elementary and Secondary Testing Programs.

The individuals who obtain materials from a regional center must present authorization written on school stationery and signed by the principal. This authorization must identify the person and list the materials to be picked up.

Preparations for Testing

Orientation of Proctors

The principal must appoint a chief proctor for each room in which an examination is held and sufficient deputy proctors to maintain adequate supervision of pupils at all times. If both boys and girls are to take the examination, both men and women proctors should be in attendance.

Several days before the beginning of the examination period, the specific directions for administering and scoring Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations should be distributed to the proctors responsible for administering the tests. This will give proctors time to familiarize themselves with the instructions for administering the examinations before the day of the examination.

A proctor orientation session should be held sometime before the beginning of each examination period. This session allows the principal or the principal's deputy to (1) disseminate any special administrative information concerning the examination period, and (2) ensure that the proctors are familiar with the administrative procedures for the examinations which they will be administering.

All proctors must enforce in every particular the regulations for administering examinations. Each proctor must sign the Deputy and Proctor Certificate to indicate that the rules and regulations for administering examinations were properly observed.

Materials Provided by School and by Pupils

Pupils taking Regents examinations must be provided with ruled answer paper for use with those sections of the Regents examinations where special answer sheets are not provided by the Department. Pupils taking the Regents competency tests in mathematics, science, reading, global studies, and United States history and government and the occupational education proficiency examinations must be provided with the appropriate separate answer sheets. Pupils taking the Regents competency test in writing must be provided with the answer sheet pads and Student Identification Sheets provided by the Department. If the quantity of answer sheet pads shipped for the competency test in writing is not sufficient and the principal is unable to obtain an emergency supply, ruled answer paper should be provided to pupils.

Other special materials, such as coordinate paper for the mathematics Regents examinations, should be provided to pupils as required. Scrap paper should be pro-

vided to pupils for each of the State examinations as required.

Pupils should be informed before the day of the examination that they are expected to provide their own pens, pencils, erasers, and rulers. Information concerning the use of slide rules, calculators, and dictionaries by pupils is provided in the sections of this manual entitled "Use of Slide Rules and Calculators" and "Use of Dictionaries, Glossaries, and Translators" (page 13).

Preparation of the Examination Room

The room in which examinations are administered should be well lighted, well ventilated, and quiet. Preparations should be made before the testing period to keep noise and other distractions to a minimum. A "Do Not Disturb" sign should be placed on the door to prevent interruptions.

If examinations are to be administered in a classroom, the teacher using the room should be instructed to make sure that the room has been properly prepared. Desks and shelves under the desks should have been cleared of all books, papers, and other materials. Charts or maps on the walls and all chalkboard work must be completely covered or removed.

Arrangements should be made in advance to seat the pupils so that each pupil will be clearly visible to the proctor at all times and so that there will be the least possible opportunity for any communication between pupils. Alternate seating of pupils is recommended.

Machine-Scorable Answer Sheets

Machine-scorable answer sheets are provided by the Department for each of the Regents competency tests, except the writing test, and for all the occupational education proficiency examinations. The answer sheets may be machine scored, or hand scored using scoring overlays provided by the Department. For purposes of machine processing and local data collection, several grids containing spaces for recording various types of pupil identification information have been included on one side of the answer sheets. If the answer sheets are to be machine scored, it is essential that written instructions about the completion of these grids be prepared by the person in charge of testing and provided to all proctors administering the tests. Such instructions should be based on careful consideration of the types of pupil and score information needed by school personnel, as well as the requirements of the scoring center.

Machine-scorable answer sheets may be used for the objective portions of Regents examinations and the second language proficiency examinations. Such answer sheets must be provided and scored by the school. Because some of these examinations do not lend themselves to machine scoring, care must be taken to see that pupils are not placed at a disadvantage because of the use of inappropriate answer sheets. When machine-scorable answer sheets are used for Regents examinations and the second language proficiency examinations, instructions for the use of the answer sheets should be developed locally and provided to the proctors administering the examinations.

Modifications in Testing Procedures

Nonhandicapped Pupils. Principals may modify the testing procedures for nonhandicapped pupils for any of the State examinations when necessary, as long as the modifications do not significantly change the pupil skills being tested. For example, pupils with broken arms, pupils with temporary visual problems, or pupils who are in the hospital or at home because of an illness may qualify for testing modifications. In addition, pupils who have long-term conditions that affect their ability to take tests, but who are not classified as handicapped, may also qualify for testing modifications. The modifications that may be authorized when Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations are administered to such pupils are listed below.

- Time limit may be extended or waived.
- Tests may be administered in a special location.
- Answers may be recorded in any manner. When answering questions designed to measure writing ability in English or a foreign language, such pupils must provide all punctuation, the spelling of more difficult words, paragraphing, etc.
- Tests may be read to pupils. This modification is allowed only for those pupils whose vision is impaired. Only those tests or parts of tests that do *not* measure reading comprehension may be read to such pupils.

Prior permission need not be obtained from the Department for authorization of testing modifications for nonhandicapped pupils. However, a full report concerning each authorization should be sent to the Department along with the report forms for Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations.

Pupils With Handicapping Conditions. Information concerning the administration of Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language pro-

ficiency examinations to pupils with handicapping conditions is contained in the section of this manual entitled "Administering Examinations to Pupils With Handicapping Conditions" (page 15).

Conflicts

A pupil desiring to take more than one examination scheduled for the same session may do so, provided the principal is satisfied that the pupil's physical strength is not overtaxed thereby. However, a pupil may not be allowed more time for an examination than is indicated on the examination booklet solely because of an examination conflict.

The principal may make adjustments in the examination schedule, but caution must be exercised to prevent communication between the examinee and pupils who either took or will take the test at the regularly prescribed time. Arrangements should be made for supervised lunch and rest periods.

When more than one Regents competency test is scheduled on the same day during the January or June Regents examination period, a restricted form of one of the tests will be provided for use by pupils with handicapping conditions who cannot complete both competency tests in one day.

Conducting the Examinations

Time Regulations

The specific hours during which Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations must be administered are indicated on the examination schedules and on the examinations themselves. During the regular school year, examinations will generally be scheduled for 9:15 a.m. or for 1:15 p.m. In August, examinations will generally be scheduled for 8:30 a.m. or for 12:30 p.m. To allow sufficient time for giving directions and distributing examination materials, pupils should be instructed to be in their seats at least 15 minutes before the time specified for starting each examination.

Schools wishing to begin Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations earlier than the specified time may do so at the discretion of the principal. Regardless of the starting time, no pupil shall be permitted under any circumstances to hand in his/her test materials and leave the examination room before the following Uniform Statewide Admission Deadlines:

Uniform Statewide Admission Deadlines

	Morning Examinations	*Afternoon Examinations*
January, June	10:00 a.m.	2:00 p.m.
August	9:15 a.m.	1:15 p.m.

All pupils who arrive at the examination room before the Uniform Statewide Admission Deadline must be admitted to the examination, even if the pupils arrive after the starting time scheduled by the school. Pupils who arrive at the examination after the Uniform Statewide Admission Deadline, but who have been under the supervision of school personnel since the admission deadline, should be admitted to the examination if the principal is reasonably certain that the pupils did not have an opportunity to exchange information with other pupils who had already left the examination. Approval concerning the admission of any other pupils to an examination must be obtained from the Bureau of Elementary and Secondary Testing Programs before the pupils can be admitted to the examination.

The purpose of the Uniform Statewide Admission Deadlines is to eliminate any possibility of the exchange of information between pupils at different examination centers. All school principals must strictly comply with these regulations.

Latecomers for Regents examinations, occupational education proficiency examinations, and second language proficiency examinations are not generally entitled to have the closing time extended. However, if pupils started an examination late because of extenuating circumstances beyond their control, the principal is authorized to extend the closing time of the examination for these pupils. Further, when an examination is administered under special conditions to a pupil who is injured or ill, or who has a handicapping condition, the time may be extended at the discretion of the principal in order to allow the pupil reasonable time to complete the examination under the special examination conditions.

Latecomers for the Regents competency tests should be given as much time as needed to complete the tests. Although each competency test is scheduled for administration during a three-hour session, there are no time limits for the tests.

Use of Slide Rules and Calculators

Pupils may use slide rules during the science Regents examinations, the Regents competency test in science, and the occupational education proficiency examinations, but slide rules may be used only for checking purposes during the mathematics Regents examinations. Calculators may be used during the science Regents ex-

aminations, the Regents competency test in science, and the occupational education proficiency examinations, but they may *not* be used in any manner during the Regents examinations in mathematics.* With the exception of pupils with handicapping conditions, slide rules and calculators may *not* be used by pupils taking the Regents competency test in mathematics. Information concerning the use of calculators by pupils with handicapping conditions is contained in the section of this manual entitled "Administering Examinations to Pupils With Handicapping Conditions" (page 15).

Use of Dictionaries, Glossaries, and Translators

Dictionaries and Glossaries. Pupils whose native language is other than English may use foreign language dictionaries and glossaries when taking Regents examinations in subjects other than English and the foreign languages, when taking Regents competency tests in subjects other than reading and writing, and when taking the occupational education proficiency examinations.** The foreign language dictionaries and glossaries must *not* provide definitions or other explanations; only word-for-word translations may be provided. No pupil may use an English language dictionary when taking any Regents examination, Regents competency test, occupational education proficiency examination, or second language proficiency examination.

Translators. Pupils whose native language is other than English may also be provided with the services of a translator when they take Regents examinations in subjects other than English and the foreign languages, and the second language proficiency examinations. Such pupils may also be provided with the services of a translator when they take the competency tests in mathematics, science, and social studies. All translations must be oral, word-for-word translations; written translations are *not* allowed. Pupils whose native language is other than English may *not* be provided with the services of a translator when they take the competency tests in reading and writing.**

The translator should be given a copy of the examination booklet one hour before the starting time of an examination to become familiar with the material in the examination booklet. Translators who also serve as proctors must be familiar with the procedures for administering Regents examinations, Regents competency tests, and occupational education proficiency examinations. Principals must take whatever precautions are necessary to assure that the examinations are properly administered and that the pupils receiving assistance are not given an unfair advantage.

Performance Subtests

The Regents examinations in the modern foreign languages include subtests that require an evaluation of a pupil's oral performance prior to the administration of the written sections of the examinations. Guidelines for measuring a pupil's oral performance in a modern foreign language have been provided to schools by the Department, and foreign language teachers are expected to evaluate each pupil's oral competency in accordance with these guidelines. Since no test materials, such as test booklets and answer sheets, are required for measuring oral performance, none are provided by the Department. Copies of the guidelines for measuring oral competency may be obtained from the Bureau of Foreign Languages Education.

The second language proficiency examinations in modern foreign languages include a speaking test and the second language proficiency examination in Latin includes an oral skills test. The modern language speaking test and the publications *Proficiency Examinations on Modern Languages, Manual for Part 1: Speaking* and *Proficiency Examination in Latin, Manual for Part I: Oral Skills*, which contain guidelines for administering and rating the modern language speaking test and the Latin oral skills test, will be shipped to schools approximately three months before the June Regents examination period. Copies of these publications may also be obtained from the Bureau of Foreign Languages Education.

The Regents examination in earth science includes a subtest that requires an evaluation of a pupil's performance prior to the administration of the written section of the examination. Test materials for the earth science laboratory performance test are shipped to schools approximately two months before the June Regents examination period and approximately one month before the

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* The following guidelines must be observed when a school allows the use of calculators during the science Regents examinations, the Regents competency test in science, and the occupational education proficiency examinations.

1. If any pupil uses a calculator, all pupils must be provided access to a calculator during the examination session, either by pupils sharing calculators or by the school providing them.
2. All calculators brought to the examination room must be checked before the examination begins to ensure that the memory and programming units of the calculators do not contain any prerecorded information. If so, proctors must "clear" all prerecorded information from the calculators.
3. If pupils share calculators, proctors must "clear" all prerecorded information from the calculators when they are passed from one pupil to another.

** See pages 5 and 6 for information concerning the alternative testing procedures that may be provided for pupils whose native language is other than English when they take the competency tests.

date of the August examinations. Teachers are expected to administer the laboratory performance test in accordance with the instructions provided in the teacher directions. Copies of the test materials for the performance test may be obtained from the Bureau of Elementary and Secondary Testing Programs.

Pupils who repeat a Regents examination in earth science or in a modern foreign language need not repeat the performance subtest if a satisfactory score was obtained as a result of the first testing. This means that the performance subtest scores should be kept on file by the principal. However, if a pupil does retake the performance subtest, the score obtained on the most recent administration of the performance subtest must be used when determining the pupil's total examination score.

Distribution of Teacher Dictation Copies

The teacher dictation copies for those Regents examinations and second language proficiency examinations that test listening skills or auditory comprehension should be distributed one hour before the scheduled starting time to the proctors who will administer the examinations. This will give the proctors sufficient time to familiarize themselves with the materials in the teacher dictation copies before the beginning of the examinations.

Pupil Declaration

Each pupil writing Regents examinations, Regents competency tests other than the competency test in writing, occupational education proficiency examinations, and second language proficiency examinations is required to sign the following declaration at the completion of the examination:

"I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination, and that I have neither given nor received assistance in answering any of the questions during the examination."

The declaration for the Regents competency test in writing has been modified since it must be signed at the beginning of the examination session.

The declaration for each examination is printed on the answer paper or the Student Identification Sheet provided by the Department for that examination. The proctor should check to be sure that each pupil has signed the declaration before the pupil leaves the examination room. Examination papers lacking a signed declaration should not be scored until the pupil's signature has been obtained.

Supervision of Pupils

1. *Identification of Pupils.* Plans should be made before the administration of the State examinations to verify the identity of each pupil entering the examination room, especially pupils who are not enrolled in the school in which they are taking examinations. Accurate records should be kept of the pupils who take each examination so that it will be possible to confirm the presence or absence of a pupil for each examination that is administered.
2. *Checking for Unauthorized Materials.* Pupils who are taking the State examinations should be under close supervision at all times during the examination session. When pupils enter the examination room, all materials brought into the examination room should be inspected to make sure that the materials do not contain any unauthorized notes or printed material that would give the user an unfair advantage. Information concerning the materials that pupils may bring into the examination room is contained in the section of this manual entitled "Materials Provided by School and by Pupils" (page 10).
3. *Obtaining Information from Other Pupils.* Pupils must not be permitted to obtain information from other pupils in any way during the examination. If, in the opinion of the proctor, such an attempt to obtain information has occurred, the pupils should be warned that any further attempts will result in the termination of their examinations. If necessary, the pupils should be moved to another location. If these steps fail to end attempts to obtain information, the principal should be notified immediately and the pupils' examinations terminated.
4. *Aid to Pupils.* No one, under any circumstances, may interpret or explain examination questions to pupils, nor may anyone review or comment on the answer paper of a pupil while the examination is in progress. In response to inquiries by pupils concerning the meaning or interpretation of examination questions, proctors should advise pupils to use their own best judgment.
5. *Clock.* A clock should be in sight of all pupils. If this is not possible, it is the duty of the proctors to indicate the time on the chalkboard at intervals not exceeding ½ hour throughout the examination period.
6. *Temporary Absence from Examination Room.* No pupil may be permitted to leave and then return to the examination room during any session of the examination unless accompanied by a proctor. Pupils who withdraw from the sight of the proctor during

any examination session must have their examinations for that session terminated. Any examination paper that is removed from the examination room without authorization must be nullified.

7. *Emergency Evacuation of a School Building.* Evacuation of a school building during an examination may be required because of an emergency, such as a fire alarm or a bomb threat. In any situation in which the safety of the pupils is endangered, the principal has full authority to interrupt the examination immediately. If it is possible, the pupils should be kept under supervision during the emergency. Then, if work can be resumed, the time for the examination should be extended so that the pupils will be allowed their full time for the examination. Following the examination, a report of the circumstances should be made to the Bureau of Elementary and Secondary Testing Programs.

Fraud

Fraud includes the use of unfair means to pass an examination, giving aid to or obtaining aid from another person during an examination, alteration of any Regents credential, and intentional misrepresentation in connection with examinations or credentials. Attention is called to section 225 of the Education Law, which makes fraud in examinations a misdemeanor.

A pupil should be considered as having committed fraud only when there is evidence that the pupil attempted to either obtain or give aid while taking an examination. If a pupil violates one of the prescribed State and/or local policies for taking examinations, but did not attempt to either obtain or give aid, the pupil should not be accused of fraud. For example, if a pupil leaves the examination room without the permission of a proctor, but is under the supervision of school personnel at all times while out of the room and there is no evidence that the pupil attempted to either obtain or give aid, the pupil should be disciplined only for leaving the examination room without permission and not for having committed fraud.

If, in the judgment of the principal, a pupil is guilty of committing or of attempting to commit fraud during an examination, the principal is authorized to cancel the pupil's examination. The pupil should be excluded from any subsequent examinations until such time as the pupil has demonstrated by exemplary conduct and citizenship, to the satisfaction of the principal, that the pupil is entitled to restoration of this privilege. When an examination is canceled, no score should be entered on the pupil's permanent record.

Before such penalty is applied, the pupil accused of fraud shall be given an opportunity to make satisfactory explanations and to meet with the local board of education, or a person designated by such board, together with the pupil's parents and (if so desired by the parents) an attorney, all of whom shall be given the opportunity to ask questions of the school officials and any other person having direct personal knowledge of the facts. The principal shall report promptly to the Bureau of Elementary and Secondary Testing Programs the name of each pupil penalized under this regulation, together with a brief description of circumstances and the final action taken.

Instructions for Proctors

Specific instructions for administering each Regents examination are provided in a separate publication, *Directions for Administering and Scoring Regents Examinations.* Separate detailed directions for administering and scoring are also provided for each Regents competency test, for the occupational education proficiency examinations, and for the second language proficiency examinations. These materials are included in each school's examination shipment and should be distributed to each teacher administering examinations several days before the beginning of the Regents examination period.

Administering Examinations to Pupils With Handicapping Conditions

Use of Modifications in Testing Procedures

Regents Competency Tests. School principals must ensure that pupils with handicapping conditions are provided with the modified testing procedures approved by the Committee on Special Education and included on each pupil's Individualized Education Program (IEP). Principals must also ensure that only those modifications permitted by each pupil's IEP are used. The use of such modifications provides pupils having handicapping conditions with the opportunity to demonstrate proficiency in the areas of reading, writing, mathematics, science, and social studies without being limited or unfairly restricted by the existence of handicapping conditions.

The table in Appendix IV provides guidance as to the modifications that may be authorized when the competency tests are administered to pupils with handicapping conditions. Any of the modifications noted in the table may be authorized by the Committee on Special Education for any pupil with handicapping conditions.

Regents Examinations, Occupational Education Proficiency Examinations, and Second Language Proficiency

Examinations. The modifications in testing procedures that may be authorized when pupils with handicapping conditions take the competency tests may also be authorized when pupils with handicapping conditions take these examinations, with the following exceptions:

1. Questions designed to measure reading ability in English or a foreign language may not be read to any pupil with a handicapping condition taking Regents examinations or the second language proficiency examinations.
2. Answers to questions designed to measure writing ability in English or a foreign language may be recorded in any manner by pupils with handicapping conditions. However, when recording their answers, such pupils must provide all punctuation, the spelling of more difficult words, paragraphing, etc., so that the same writing skills are being measured for all pupils.
3. Calculators may *not* be used by any pupil with a handicapping condition taking a mathematics Regents examination.

Pupils who have been declassified may continue to be provided with modifications in testing procedures when taking Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations if recommended by the local Committee on Special Education at the time of declassification.

Additional information concerning the use of modified testing procedures for pupils with handicapping conditions is available in the publication *Alternative Testing Techniques for Students With Handicapping Conditions.* This publication may be obtained from the Bureau of Elementary and Secondary Testing Programs.

Large-Type Examinations

In general, large-type examinations should be administered according to the same procedures as those used for regular examinations. Large-type examinations are exact reproductions (136% enlargements) of the regular examinations. They have the same directions, questions, etc., as the regular examinations. They may be administered in the same room at the same time and with the same directions as those used for the regular examinations.

Braille Examinations

The braille examinations require no special directions to pupils. The proctor administering a braille examination does not need to be able to read braille. The examination booklet provides the pupil with complete directions and descriptions. The questions on braille examinations are the same as those on the printed examinations with certain exceptions, which are described in the following paragraph. The questions are numbered the same as those on the printed examinations. Separate or special answer sheets are not provided with copies of braille examinations. The pupil may answer the questions in any manner appropriate and familiar to the pupil. The pupil may write, type, or braille the answers, dictate them to a proctor or a mechanical recording device, or use any combination of these methods.

When an examination is transcribed into braille by the Department, those questions that contain material that cannot be reproduced in a manner understandable to a blind student are modified. The questions are reworded or replaced with questions that measure skills similar to those measured by the original questions. Unless otherwise noted, the scoring key provided by the Department can be used for both the printed and braille editions of the examination.

Reader-Administered Examinations

The regular examination booklet should be used when a proctor reads an examination to a pupil with a handicapping condition. The principal should provide the proctor with an examination booklet one hour in advance of the required starting time so that the proctor can become familiar with the examination questions before reading them to the pupil.

When an examination is being read to a pupil with a visually handicapping condition, questions containing materials that cannot be read to the pupil should be omitted and the credit prorated. The omitted questions generally will be those with diagrams or other information that cannot be orally conveyed to the pupil in an understandable manner. Omitting questions and prorating credit must not be used to eliminate questions that pupils cannot answer due to lack of ability related to the skills or content being tested. Great care must be taken to differentiate between the inability to complete a question due to the format of the question and the inability to complete a question due to a lack of competence in the skills being measured.

The decision to omit a question should be made at the time that the proctor is reviewing the examination. All decisions must be approved by the principal. Credits for questions omitted on a reader-administered examination for a pupil with a visually handicapping condition, therefore, will need to be prorated by the person scoring the examination. (See "Rating Examination Papers for Pupils With Handicapping Conditions," page 20.)

Reference Materials for Examinations

All information normally provided to pupils taking an examination should be provided for pupils with handicapping conditions. All reference materials for examinations—tables, charts, graphs—are available in large type and in braille. These materials will be supplied with the braille or the large-type examinations. When an examination is read to a pupil, the proctor may read the required reference information to the pupil as long as it does not give the pupil an unfair advantage. Any question for which the information cannot be provided without directly or indirectly indicating the answer should be omitted and the credit prorated.

Administering Restricted Examinations

Safeguarding Examination Materials

Instructions for the administration of restricted forms of Regents examinations and Regents competency tests are provided in the examination shipment. Extreme care must be taken to assure that all copies of restricted examinations can be accounted for at all times. If necessary, a written record of individual booklet numbers should accompany the transfer of examinations from the principal to the deputies. Under no circumstances should copies of the examinations be left unattended.

Each restricted examination booklet will be enclosed in a sealed envelope, which must be distributed to the pupil with the seal intact. Each pupil is to break the seal of the envelope at the time designated. **Deputies, proctors, and teachers are not permitted to open an examination envelope or to read the questions in an examination booklet for any reason except to assist a pupil with a handicapping condition or a pupil whose native language is other than English.** (See "Use of Dictionaries, Glossaries, and Translators," page 13.)

Answer sheets for restricted Regents examinations are included in each examination envelope as the last page of the examination booklet. Answer sheets for restricted Regents competency tests, except for the foreign language editions of the competency tests, are provided separately and are not included in the examination envelope.

Replacing Defective Restricted Examination Booklets

If a pupil receives a defective examination booklet, the proctor should provide the pupil with a new envelope. The pupil should break the seal and write the new examination booklet number on the answer sheet above the old number. The pupil will then seal the defective examination booklet in its original envelope. The proctor should write "Contains defective booklet" on the sealed envelope. All defective booklets should be reported in writing to the Bureau of Elementary and Secondary Testing Programs. The report should include the name of the pupil and the booklet number. (The same procedure should be followed in the case of a defective answer sheet.)

Collecting and Rating Restricted Examinations

When a pupil completes a restricted examination and is ready to hand in the examination materials, the proctor should first collect the pupil's answer sheet. The pupil should then be instructed to reseal the examination booklet in the envelope, following the instructions printed on the blue label which is included in each restricted examination envelope. The instructions printed on the label direct the pupil to:

1. replace the examination booklet (but not the answer sheet) in the envelope so that the booklet number printed in the lower left-hand corner of the booklet appears in the window of the envelope.
2. remove the backing from the gummed label and apply the label across the flap in the space outlined by dotted lines.
3. sign his/her name across the label and onto the envelope.

If a pupil accidentally seals the answer sheet in the envelope or seals the envelope without enclosing the examination booklet, the pupil should be instructed to open the envelope and remove the answer sheet or enclose the examination booklet, as the case may be, and then reseal the envelope with a new gummed label. The proctor should note on the front of the envelope the reason for reopening the envelope. All errors in envelope procedures should be reported in writing to the Bureau of Elementary and Secondary Testing Programs. The report should include the name of the pupil, the booklet number, and the reason for the irregularity.

All examination booklets must be returned to the Department, unused booklets in the sealed envelopes and used booklets in envelopes with the gummed label properly attached and signed. The answer sheets for restricted examinations should be scored at the school using the scoring key provided by the Department.

Administering Restricted Forms to Pupils With Handicapping Conditions

Restricted forms of examinations are available in both large type and braille and may also be read to pupils with handicapping conditions. When administering a

restricted form to pupils with handicapping conditions, a proctor should follow the same procedures as those followed when administering nonrestricted forms to pupils with handicapping conditions. (See "Administering Examinations to Pupils With Handicapping Conditions," page 15.) In addition, the proctor should follow the special procedures outlined in the preceding sections for administering restricted examinations to nonhandicapped pupils. The only exception permitted is when a pupil cannot read a question or a word on a braille examination. In this instance, the proctor may break the seal on an envelope containing a restricted booklet and use the booklet to read the question or questions to the pupil. As soon as the examination is over, the proctor must reseal the examination booklet in the envelope and attach a signed explanation to the envelope.

Administering Restricted Forms to Pupils Whose Native Language Is Other Than English

When a restricted form of an examination is administered to a pupil with limited English proficiency who requires the services of a translator, the procedures outlined earlier in this section and the guidelines for translators provided on page 13 should be followed. Both the pupil and the translator are allowed to read the questions in the test booklet.

RATING EXAMINATION PAPERS, RECORDING SCORES, AND PROVIDING REMEDIATION

Rating Examination Papers

General Information

The principal is responsible for establishing rating procedures that will assure reasonable confidence in the accuracy of the scores assigned to the answer papers by individual teachers or by committees of teachers. The principal is responsible for the rating of all papers written in the school, including papers written by persons admitted to examinations in subjects not regularly taught in the school, papers written by persons not enrolled in the school, papers written by pupils taking the foreign language editions of the competency tests, and papers written in braille.

If possible, each answer paper for all State examinations should be rated by two teachers to ensure that the answer papers are accurately rated. This includes those answer papers for examinations that contain only multiple-choice questions as well as those that contain essay questions. If machine-scorable answer sheets are used for an examination, a sample of the answer sheets should be hand-scored after the machine scoring is completed to ensure that the machine scoring was done accurately. Instances of pupils receiving incorrect scores because of inaccuracies in machine scoring are found during the Department review of answer papers.

In the interest of uniform rating standards, all teachers involved in rating State examinations should be thoroughly familiar with the rating instructions provided by the Department. Accompanying each examination is a scoring key which contains the directions for rating the multiple-choice and short-answer questions and, if applicable, guidelines for rating the essay parts of the examination. Additional information on the rating of the mathematics and social studies Regents examinations is available in separate rating guides. Copies of these rating guides may be ordered directly from the Bureau of Elementary and Secondary Test Development.

When a scoring key is provided by the Department, teachers must rate strictly according to the key. Credit may be allowed for other answers only if they are clearly equivalent to the key answer. Permission must be obtained from the Department before pupils can be given credit for any answer that is not clearly equivalent to the key answer. Credit may *not* be given for answers that the teacher considers merely "possible" or "reasonable."

When answer papers for State examinations are hand scored by the teachers, the answer papers must not pass from the custody of the teachers and should not be removed from the school building until the rating has been completed and the test scores have been recorded on pupils' permanent records.

Rating Regents Examinations

Teachers must use red pen or red pencil when rating Regents examination answer papers. When scoring objective questions, all incorrect and omitted answers should be distinctly marked by the teachers. When other types of questions are scored, the number of credits allowed for each question should be clearly marked on the answer sheet. If the examination provides for fractional credit and the total score involves a fraction of ½ or more, the total score should be raised to the next highest integer; if the total score involves a fraction less than ½, the fraction should be dropped. The initials of the teacher rating each answer paper must be clearly written on the paper.

Rating Regents Competency Tests

Reading, Mathematics, Science, and Social Studies. The procedures to be followed when either hand scoring or machine scoring the answer sheets for the Regents competency tests are included in the Directions for Administering and Scoring provided with each of the tests. It should be noted that for the competency test in mathematics, Part A must be hand scored before the answer sheets can be machine scored, and for the competency test in science, some questions may need to be hand scored before the answer sheets can be machine scored.

Writing. Before beginning the rating process for the Regents competency test in writing, the principal of each school should set up a procedure for collecting and processing the answer papers. The rating should be completed as soon as possible after the administration of the test, but only after teachers have had sufficient time to become familiar with the method of rating the answer papers. Detailed directions for rating the answer papers are included in the scoring key and in the publication *Regents Competency Test in Writing: Directions for Administering and Scoring.*

Rating Occupational Education Proficiency Examinations

The procedures to be followed when either hand scoring or machine scoring the answer sheets for the occupational education proficiency examinations are included in *Occupational Education Proficiency Examinations: Directions for Administering and Scoring.*

Rating Second Language Proficiency Examinations

Instructions for administering and rating the modern language speaking tests and the Latin oral skills test will be sent to schools approximately three months before the June Regents examination period. The scoring key for each examination also provides information about the rating of the examinations. The number of credits allowed for each part should be recorded in the spaces provided on the pupil answer sheet or booklet. Teachers must use red pen or red pencil when rating answer papers. The initials of the teacher rating each answer paper must be clearly written on the answer paper.

Rating Examination Papers for Pupils With Handicapping Conditions

To the fullest possible extent, the same standards should be used to rate the Regents examination, Regents competency test, occupational education proficiency examination, and second language proficiency examination answer papers of pupils with handicapping conditions as are used to rate the papers of other pupils. The principal may authorize variations only if they are required by and consistent with approved modifications in testing procedures.

When questions must be omitted from an examination for a pupil with a handicapping condition, the credits for the questions omitted must be prorated by the person rating the examination. The computation procedures to be followed when prorating credits for omitted questions are illustrated by the example below. The example is for a pupil who was authorized by the principal to omit 10 questions worth one credit each. The pupil obtained 60 credits out of the remaining possible total of 90 credits. The prorated score, therefore, is 67 percent.

Prorated Examination Score =

$$\frac{\text{Pupil's actual score on required questions}}{100 - \text{credit value of omitted questions}} \times 100$$

Prorated Examination Score =

$$\frac{60}{100 - 10} \times 100 = \frac{60}{90} \times 100 = 67\%$$

Passing Scores

Regents Examinations, Occupational Education Proficiency Examinations, and Second Language Proficiency Examinations. The minimum passing score for Regents examinations, occupational education proficiency examinations, and second language proficiency examinations is 65 percent, with the exception of those pupils who are attempting to earn course credit by examination under Section 100.5(d)(1) of the Commissioner's Regulations. The minimum passing score for those pupils is 85 percent.

Regents Competency Tests. The minimum passing score for the Regents competency tests in mathematics, science, social studies, and writing is 65 percent. The minimum passing score for the Regents competency test in reading may vary from one test to another because of differences in the readability levels of the passages used. The passing score is indicated on the scoring key provided for each test. Regardless of the specific raw score that is required to pass a particular Regents competency test in reading, the meaning of the passing score does not change. It represents a 70% likelihood of success in reading with comprehension the prose material typically used in required high school courses.

Recording Examination Scores

The Department does not keep any records of pupil scores for Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations. Therefore, it is most important that the permanent records maintained by the school be complete and accurate. Each time that a pupil takes a State examination at the scheduled time under proper supervision, the name of the examination, the date of administration, and the score must be entered on the pupil's permanent record, unless the score has been canceled because of fraud.

For Regents examinations, no examination score should be entered as a Regents examination score unless it has been obtained on a Regents examination or an examination prepared or approved by the Department for Regents credit. For example, scores obtained on experimental examinations or local school examinations must *not* be recorded on the permanent record as Regents examination scores.

For the Regents competency tests, the school should also record whether the raw scores obtained by pupils are passing or failing scores. **For the competency test in writing, the scores obtained by those pupils whose answer papers are sent to the Department for review should not be recorded on the permanent record until the school has received the offi-**

cial results of the rating review from the Department.

If a modified testing procedure is used by a pupil with a handicapping condition or an alternative competency testing procedure is used by a pupil whose native language is other than English, the pupil's permanent record should indicate the nature of the testing modification and/or the names of any alternative tests used.

If a pupil who has failed an examination retakes the examination and achieves a passing score, the local district may make the decision to record only the higher score on the pupil's transcript. (*All* scores must be recorded on the *permanent record.*) If the pupil should take the examination again to raise the score but achieves a lower score, the pupil's option to have only the highest score reported on the transcript should be honored. These decisions should be made in consultation with the pupil, and the pupil's choice of score for official transcript purposes should be respected whenever possible.

Remediation for Pupils Who Fail the Regents Competency Tests

The Commissioner's Regulations require that pupils who fail Regents competency tests shall be provided with the appropriate remedial instruction to enable them to pass the test by the time they are otherwise qualified to graduate. The regulations also require that the parent or guardian of each such pupil shall be notified in writing, by the principal, of the test results and the content and scope of the remedial program that the pupil is to receive. Appendix V contains a sample of the type of letter that should be sent to the parent or guardian of a pupil who failed the Regents competency test in mathematics.

Questions concerning remedial instruction for pupils who do not pass the Regents competency tests should be addressed directly to the appropriate subject matter bureau. (See Appendix I.)

SUBMITTING REPORT FORMS AND RETURNING TEST MATERIALS TO THE DEPARTMENT

Examination Report Forms

General Information

Regents examination, Regents competency test, occupational education proficiency examination, and second language proficiency examination results must be reported to the Department after each examination period for all pupils taking examinations. The examination results for pupils must be reported by the school or school district in which the pupils are enrolled, even though the pupils may have taken the examination(s) in another school. For each public school district except New York City, the appropriate report forms will be sent to the superintendent of the district about three weeks before the beginning of each January and June Regents examination period. The superintendent, or his/her designee, will be responsible for the completion and return of all report forms to the Department.

For each nonpublic school and New York City public school that ordered examinations, the report forms will be sent to the principal of the school approximately three weeks before the beginning of each examination period, and it will be the responsibility of the principal to complete and return the report forms to the Department. No report forms for the Regents competency tests or the occupational education proficiency examinations will be sent to New York City public schools since all required data will be collected and reported to the Department by the New York City Central Board of Education.

The principal of each school is required to sign each report form submitted to the Department. By signing the form, the principal is certifying that the rules and regulations for administering examinations were faithfully observed. All examination report forms should be returned to the Department as soon as possible after each examination period. Each school's copies of the report forms must be kept on file for a period of ten years.

Regents Examination Report

Directions for completing and returning the Regents Examination Report to the Department are provided on the back of the form. The information required by the report form includes the number of Regents examination papers written and the number of passing papers for each subject and the enrollment in grades 8 through 12 at the time that the examinations were administered. The results for nonhandicapped pupils and for pupils with handicapping conditions should be combined when reporting Regents examination results.

Data about every Regents examination administered, for whatever purpose, must be included on the report form. The form should *not* be used to report the administration of other examinations, even if Regents examination credit is allowed.

Regents Competency Test Report

Instructions for completing and returning the Regents Competency Test Report to the Department will be sent along with the report form. The information required by the report form includes the number of Regents competency test papers written and the number of passing papers for each subject, and the enrollment in grades 9 through 12 at the time that the tests were administered. The test results for pupils with handicapping conditions must be reported separately from those for nonhandicapped pupils.

Occupational Education Proficiency Examination Report

Directions for completing and returning the Occupational Education Proficiency Examination Report are provided on the back of the form. The information required by the report form includes the number of examinations written and the number of passing papers for each subject. The examination results for pupils with handicapping conditions must be reported separately from those for nonhandicapped pupils.

Second Language Proficiency Examination Report

Instructions for completing and returning the Second Language Examination Report to the Department are provided on the back of the report form. The information required by the report form includes the number of examination papers written and the number of passing papers for each subject for pupils enrolled in grades 8 and below, and for pupils enrolled in grades 9 and above. The examination results for pupils with handicapping conditions must be reported separately from those for nonhandicapped pupils.

Score Distribution Report

Each year the Department prepares tables of percentile equivalents, means, standard deviations, and reliability coefficients for the June Regents examinations. In order to obtain the data necessary to provide these statistics, principals are asked to complete a Score Distribution Report for each subject for which papers are submitted for review for the June Regents examination period. Thus, the random sampling procedures used to select the review sample are also used in gathering Regents examination data.

Copies of the Score Distribution Report are sent to principals with the notice of the papers to be submitted for Department review, and the completed forms should be returned in the Regents box. Directions for completing the form are provided on the form.

High School Graduation Report Form

High school graduation results must be submitted to the Department for each school that is authorized to award high school diplomas. Two forms will be sent to school administrators to collect high school graduation data. One form will be used to collect data for pupils who met the requirements for graduation during the regular school year (September 1–June 30); the second form will be used to collect data for pupils who met the requirements for graduation in July and August. The data reported for pupils must be based on when the pupils actually complete all requirements for graduation, not on when they receive their diplomas, if the diplomas are awarded sometime after they satisfy the requirements for graduation. The data for pupils with handicapping conditions must be reported separately from those for nonhandicapped pupils.

For each public school district except New York City, two report forms for each school authorized to issue diplomas will be sent to the superintendent of the district about four weeks before the end of the school year. The superintendent, or his/her designee, will be responsible for the completion and the return of the forms to the Department. For each nonpublic school authorized to issue diplomas, the report forms will be sent to the principal of the school about four weeks before the end of the school year, and it will be the responsibility of the principal to complete and return the forms to the Department. No report forms will be sent to New York City public schools since all of the required data will be collected and reported to the Department by the New York City Central Board of Education.

The High School Graduation Report Forms enable the Department to determine the number of local high school diplomas and Regents diplomas issued during each school year as well as the number of "diploma candidates" who did not receive local high school diplomas and the reasons that they did not receive such diplomas. The forms are also used to collect data about the number of pupils with handicapping conditions who received IEP diplomas and certificates.

Instructions for completing and returning the report forms to the Department will be sent along with the report forms. The form for the regular school year should be returned on or before June 30. The second form should be returned only for those schools that had pupils completing all requirements for graduation in July or August and should be returned by August 31. The school's copy of each report form must be kept on file for a period of ten years.

Other Materials Returned to the Department

Teacher Evaluation Forms

One of the main sources for improving Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations is the evaluations provided by the teachers who administer the examinations. The teachers and test development specialists who prepare the examinations review and study these evaluations before preparing each new examination. To facilitate the evaluation process, evaluation forms are enclosed in each Regents shipment. These forms should be distributed so that all teachers who administer examinations may have the opportunity, if they wish, to comment on the examination materials and the procedures for administering the examinations. All completed forms should be returned in the Regents box.

Deputy and Proctor Certificate

Each deputy and proctor must certify, by individually signing this certificate, that the rules and regulations for administering Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations were faithfully observed. The certificate should be returned in the Regents box.

Examination Storage Certificate

After each Regents examination period, the principal must certify, by signing the Examination Storage Certificate, that the procedures for ensuring the security of Regents examinations, Regents competency tests, occupational education proficiency examinations, and/or

second language proficiency examinations were fully and faithfully observed. The Certificate should be returned after each Regents examination period in the Regents box. If any unusual situations occurred during an examination period concerning the security of examinations, a full report of the situation must be submitted along with the Examination Storage Certificate.

Materials Returned to the Department in Regents Box

The following materials should be returned in the Regents box:

1. Regents examination, Regents competency test, occupational education proficiency examination, and second language proficiency examination answer papers indicated by the review request form (In August, all answer papers should be returned.)
2. White answer papers and gridded identification sheets indicated by the green sheet of instructions entitled "Directions for Returning Materials for the Regents Competency Test in Writing" (The answer papers that are not returned to the Department should be retained on file in the school for one year.)
3. All copies, used and unused, of restricted forms of examinations
4. All copies of braille and large-type materials
5. Regents Examination Report, Regents Competency Test Report, Occupational Education Proficiency Examination Report, and Second Language Proficiency Examination Report (Return one copy of each report form in the Regents box. One copy of each report form should be returned by first-class mail to the Bureau of Elementary and Secondary Testing Programs as soon as possible after each examination period.)
6. Score Distribution Reports for June examination period only (Do not fold.)
7. Deputy and Proctor Certificate
8. Examination Storage Certificate
9. Evaluation forms for all Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations administered (Do not fold.)
10. Padlock keys (Please insert padlock keys into the envelope provided before placing them in the Regents box.)

Return all Regents boxes as soon as possible after the examination period. Each school must pay for the return shipment of its Regents boxes. The boxes may *not* be returned collect. The smaller boxes (70 pounds or less) may be returned by United Parcel Service (UPS). The large boxes may be returned by any other transportation company. Regardless of the method used, the school must call the transportation company, make the necessary arrangements, and pay for the return shipment. If the Regents box for a school is returned collect, the Department will instruct the shipping company to contact the school for the payment of shipping costs.

REVIEW OF EXAMINATION PAPERS

Local Review

Pupils and the parents of pupils who have taken Regents examinations, Regents competency tests, occupational education proficiency examinations, and second language proficiency examinations have the right to review the pupils' answer papers after the papers have been scored and the pupils' grades recorded on their permanent records. If a pupil's answer paper has been sent to the Department, the principal should contact the Bureau of Elementary and Secondary Testing Programs, and the paper will be returned to the school. Answer papers should be reviewed in the presence of the principal, or his/her designee, to ensure that the answer papers are not changed as they are being reviewed. Copies of answer papers may be provided to pupils and their parents on request.

Occasionally, the accuracy of the local rating of an answer paper may be questioned by a pupil or pupil's parent. When this occurs and differences cannot be resolved at the local level, it is recommended that the principal send the answer paper to the appropriate subject bureau in the Department for rerating. The answer paper will be rerated and returned to the school, showing both the local rating and the Department rating. Answer papers will be rerated only at the request of a high school principal or a superintendent of schools.

Department Review of State Examinations Except for the Regents Competency Test in Writing

At the conclusion of each Regents examination period, the principal of each school administering Regents examinations; Regents competency tests in mathematics, reading, science, and social studies; the occupational education proficiency examinations; and the second language proficiency examinations is required to submit for Department review both the passing and failing answer papers for certain examinations. The purpose of the Department review is to ensure that all schools are following the same procedures and applying the same standards when rating these examinations.

In January and June, a random sampling procedure is used so that the subjects selected will vary from school to school and from year to year. Under this sampling procedure, every answer paper written in a school is equally likely to be selected regardless of which papers may have been reviewed in previous years. The principal of each school is sent a request form that indicates the answer papers that must be returned to the Department. In August, principals are asked to return the answer papers in all subjects.

Principals are required to make the necessary arrangements to have those answer papers shipped promptly to the Department in the Regents box. The papers in each subject should be packaged separately, and the papers in each package should be in alphabetical order. The entire package may be alphabetized together or each class may be alphabetized separately. Only the papers in subjects requested for review should be submitted. All the papers not requested for Department review must be retained in the school files for at least one year. Any or all of these papers may be called for review during this period.

When the answer papers from a school are received in the Department, a sample of the papers submitted for each examination is selected for Department review. These papers are reviewed by experienced classroom teachers, under the supervision of Department staff. First, the rating of the multiple-choice and short-answer questions and the addition of scores are checked to determine if any mechanical errors were made by the teacher rating the answer paper. It is Department policy to call to the attention of the principal any mechanical error, no matter how small.

The Department reviewers then rate the remaining portion of each answer paper, indicating the cumulative scores in blue pencil. When this portion of the answer paper is rated, allowances are made for reasonable differences of professional judgment. When the difference between the Department rating and the teacher rating is unusually large, the Department rating is indicated on the answer paper and circled.

After all the answer papers in the sample have been reviewed, the Department rating is complete, if no rating errors or only a small number of rating errors are identified. However, if an unusual rating problem is identified or if an excessive number of rating errors are found, additional answer papers will be reviewed to determine the extent of the rating problem.

After the Department rating is completed for those examinations where the answer papers contain a small number of rating errors, all answer papers that contain rating problems and a report that summarizes the

results of the Department review are sent to the school principal. It is expected that the principal will carefully review the answer papers with the appropriate staff and take any necessary corrective actions. If a mechanical error was made by a teacher while rating an answer paper, it is expected that the necessary corrections will be made in the school's records. If a rating problem was identified in the nonobjective portion of an answer paper, it is the responsibility of the school principal to give the answer paper a final rating that, in his/her judgment, is fair, accurate, and consistent with Regents standards. The final rating may be the Department rating, the original school rating, or a new rating obtained by a reevaluation of the answer paper. It is not necessary to return any of these answer papers to the Department or to make a formal report of the final scores given for the answer papers.

For those examinations where the answer papers contain an excessive number of rating errors, all of the answer papers submitted for Department review and a report that summarizes the results of the Department review are sent to the principal. The principal is expected to review the answer papers and the report of review with the appropriate staff and determine how the school rating procedures will be modified to eliminate the rating problems identified by the Department reviewers. The principal is then required to submit a report to the Bureau of Elementary and Secondary Testing Programs that outlines the changes that will be made in the school rating procedures. It is recommended that all answer papers in the problem area be rerated to verify the accuracy of pupil scores.

When an examination for which the answer papers contain an excessive number of rating errors is next administered in a school, the school will again be required to submit the answer papers for Department review so that it can be determined if the modified rating procedures have reduced the rating errors. If the error rate is still excessive, all the answer papers will be returned to the school, rerated, and returned to the Department for a second review.

If principals or teachers have questions about the rating standards or procedures followed by the Department reviewers, they should direct their questions to the appropriate subject matter bureau. (See Appendix I.)

Department Review of the Regents Competency Test in Writing

In January and June, all answer papers for those pupils who obtained a mean (average) score of 60% and above on the Regents competency test in writing are to be returned to the Department. In August, all papers are returned. The answer papers submitted by each school are carefully reviewed at the Department by a special group of experienced raters, under the supervision of Department staff. A report containing the official results of the Department's rating evaluation for each answer paper will be returned to the school. If the Department raters assign a different mean score to an answer paper than was assigned by the school raters, the Department score is the official score that must be recorded on the pupil's permanent record. A pupil cannot be issued a diploma until the school receives confirmation from the Department that the pupil has passed the writing test. For January and June, the answer papers for those pupils who obtained a mean score of 59% or below on the competency test in writing should be retained on file in the school for at least one year.

SUMMARIES OF EXAMINATION AND GRADUATION RESULTS

General Information

Each public school district and nonpublic school is required to report Regents examination results, Regents competency test results, occupational education proficiency examination results, second language proficiency examination results, and high school graduation results to the Department. These data are analyzed by the Department and two types of summaries are prepared and provided to school administrators. The first type of summary, the Comprehensive Assessment Report, contains school building and school district data for the past three school years. The second type of summary, the Reference Group Summaries, contains data for the most recent school year for various reference groups and for each county in New York State. The two types of summaries enable school administrators to compare the results for their school buildings and/or school districts with the results for other school buildings, school districts, and the various reference groups. The kinds of data that are included in each type of summary are described in the following sections. Questions about the interpretation of the data in any of the summaries should be referred to the Bureau of Elementary and Secondary Testing Programs.

In addition, tables of percentile equivalents are prepared for the June Regents examinations, making it possible for school administrators to compare the examination scores of individual pupils with those obtained by other pupils.

Comprehensive Assessment Reports

The Comprehensive Assessment Reports that contain school building and school district summaries are sent to school administrators during the month of October. The reports for public school districts provide school building and school district summaries for the past three school years, while the reports for nonpublic schools provide only school-level summaries.

For Regents examinations, the summaries provide the number of pupils who took each examination, the percent of the average grade 9–12 enrollment taking each examination, and the percent of those tested who obtained passing scores. The percent of the average grade 9–12 enrollment taking each examination is determined by dividing the number of pupils taking the examination in January or June by the average enrollment in grades 9–12 in January or June. The percentage reflects school policies for encouraging pupils to take Regents courses. The data provided in the Comprehensive Assessment Reports for Regents examinations include the combined results for pupils with handicapping conditions and for nonhandicapped pupils.

For Regents competency tests and occupational education proficiency examinations, the summaries provide the number of pupils who took each examination and the number who passed each examination during the January and June Regents examination periods. Separate data are provided for pupils with handicapping conditions and for nonhandicapped pupils.

For second language proficiency examinations, the summaries provide the number of pupils who took each examination and the number who passed each examination. Separate data are provided for those pupils enrolled in grades 8 and below and for those pupils enrolled in grades 9 and above who took the tests. Separate data are also provided for pupils with handicapping conditions and for nonhandicapped pupils.

For high school graduation results, the summaries provide the number of pupils who were diploma candidates between September 1 and August 31, the number who received local high school diplomas, and the number who failed to obtain a diploma. Data are also provided concerning the number of pupils with handicapping conditions who received IEP diplomas and certificates during the school year. Separate data are provided for pupils with handicapping conditions and nonhandicapped pupils.

Reference Group Summaries

The Reference Group Summaries containing data for the State examinations and high school graduation results are sent to school administrators during the month of November, after the results for all public and nonpublic schools in the State have been analyzed. The data provided in the reference group summaries are essentially the same as the data provided for school buildings and school districts in the Comprehensive Assessment Report.

The reference groups for which the summary data are provided are described below.

1. **Statewide reference groups**
   - Public: All pupils in public schools statewide

- Nonpublic: All pupils in nonpublic schools statewide
- Total State: All pupils in public and nonpublic schools statewide

2. **Public school by type of community or school district**
   - New York City: All pupils in public schools in New York City
   - Large-Size Cities: All pupils in public schools in large-size cities (Albany, Buffalo, Rochester, Syracuse, Yonkers)
   - Medium-Size Cities: All pupils in public schools in medium-size cities (Binghamton, Mount Vernon, New Rochelle, Niagara Falls, Schenectady, Troy, Utica)
   - Small-Size Cities: All pupils in public schools in cities with a population under 50,000
   - Large-Size Central Districts and Village Districts: All pupils in public schools in central school districts with an enrollment over 2,500 pupils and in all village school districts
   - Medium-Size Central Districts: All pupils in public schools in central school districts with an enrollment between 1,100 and 2,500 pupils
   - Small-Size Central Districts: All pupils in public schools in central school districts with an enrollment under 1,100 pupils
3. **Nonpublic school reference groups**
   - New York City Schools: All pupils in nonpublic schools in New York City
   - Other Nonpublic Schools: All pupils in nonpublic schools located outside New York City
   - Total Nonpublic: All pupils in nonpublic schools statewide
4. **Public school results by county:** All pupils in public schools in each county

Percentile Equivalents for Regents Examinations

In addition to the reports described above, the Department provides a table of percentile equivalents for each of the Regents examinations administered in June. Those tables indicate the percentile equivalent of each possible raw score for the June Regents examinations and provide a basis for interpreting the relative quality of individual pupil examination scores. The tables also contain means, medians, and reliability data for each of the June Regents examinations.

The percentile equivalent tables contain only "Total State" data and are sent to school administrators in November along with the reference group data described previously in this section.

Release of Test Results by the Department

The State Education Department does not make a general release of individual school or school district test results; only statewide and reference group summaries are published. When non-school personnel request individual school test results, they are encouraged to contact the local superintendent or principal, since only persons thoroughly familiar with the local school situation can provide the interpretations necessary to make the test data meaningful.

However, all school test results on file in the Department are public records, by law. If a person requesting such information insists that it be provided by the Department, the Department must provide the requested data. In such an event, the Department will make every effort to explain the limitations of the test results and the cautions that must be observed in interpreting the test results.

The Department will not release individual school and school district test results to anyone except school personnel until December 15. This delay in the release of the examination and graduation results provides time for school administrators to verify the data in their Comprehensive Assessment Reports for the current year and to notify the Department of any corrections. In addition, school administrators will have time to present the data in their Comprehensive Assessment Reports to the Board of Education at a public meeting before the data are released to the general public. Whenever the test results of a school or a school district are provided to representatives of the news media, the appropriate school officials will be notified that their examination and/or graduation results have been released.

GRANTING OF CREDIT AND REGENTS ENDORSEMENT OF LOCAL DIPLOMAS

Granting of Credit for State Courses of Study

Pupils Enrolled in State Courses of Study

A State course of study involves class attendance, homework assignments, quizzes, tests, and other activities, as well as the State examination that is administered at the end of the course. When deciding whether or not a pupil who is enrolled in a State course of study has satisfactorily completed the course of study and is entitled to credit for that course, the teacher should evaluate the pupil's performance on all of these activities. The granting of credit for a State course of study should not be based solely on the results of the State examination.

Also, if a State examination is not administered by a school in January because of inclement weather and is not scheduled again until the June Regents examination period, the following procedure may be used to grant credit for the course of study for which the disrupted examination was the final examination. Credit for the course of study may be granted if pupils demonstrate, on the basis of a local examination or course grade, that such credit should be awarded. However, no score may be recorded as a State examination score on the pupils' permanent records. Pupils who need an examination score will have to take in June the examination that was not administered in January. This alternative procedure for granting credit is available only for those pupils who were scheduled to take a State examination in January, but were unable to do so because of inclement weather.

Pupils Not Enrolled in State Courses of Study

A pupil may earn up to a maximum of 6½ units of credit for State courses of study without completing the courses. In order to earn such credit, the pupil must satisfy each of the criteria listed below:

1. Based on the pupil's academic performance, the superintendent of a school district or the chief administrative officer of a nonpublic school, or his/her designee, must determine that the pupil will benefit academically by exercising this alternative.
2. The pupil must pass an oral examination or successfully complete a special project to demonstrate proficiency, as determined by the principal, in the subject area.
3. The pupil must achieve a score of at least 85 percent, or its equivalent as determined by the Commissioner, on a State-developed or State-approved examination.
4. The pupil must attend school, or have received substantially equivalent instruction elsewhere, in accordance with Section 320(2) of the Education Law, until the age of 16, pursuant to Sections 3204 and 3205 of the Education Law.

Regents Endorsement of Local Diplomas

General Procedures

A local high school diploma may be given Regents endorsement in recognition and in honor of a pupil's outstanding scholastic achievement, as demonstrated by the successful completion of the requirements outlined below. Eligibility for the endorsement will be determined by the principal on the basis of the pupil's record. The diploma may be endorsed at the time of graduation without awaiting the results of Department review of Regents examination papers. The following is a sample Regents endorsement:

> Diploma issued with the endorsement of the
>
> BOARD OF REGENTS
>
> on the basis of successful completion of Regents examinations

Most companies that print high school diplomas provide seals indicating Regents endorsement that may be affixed to the local diplomas of eligible pupils. Schools may issue, if they prefer, a separate Regents-endorsed diploma. Diploma blanks are furnished by the Department to schools that request them.

Requirements for Regents Endorsement

In order to receive the Regents endorsement of a local diploma, a pupil must complete an approved high school course, including physical education. Information concerning an approved high school course is provided in Section 100.5 of the Commissioner's Regulations. (See Appendix VI.)

Honors Diploma

The words "With Honor" may be added to the Regents endorsement of a local diploma if a student has earned an average of at least 90 in the examinations indicated below:

1. the Regents examination in comprehensive English
2. the Regents examination in global studies (beginning with pupils who entered grade 9 in 1987)
3. the Regents examination in United States history and government
4. the Regents examinations that must be passed to complete the major sequence requirements

Only the Regents examinations indicated above are to be included when determining if a pupil has met the requirements for the "With Honors" Regents endorsement. Any additional Regents examinations that a pupil may have taken are not to be included when computing the pupil's Regents examination average. The Regents examinations taken for the required courses in mathematics, foreign language, and science should be included only when a pupil is also using those courses to satisfy the major sequence requirements.

For the purpose of computing the average, each Regents examination score carries a weight of 1; it is not multiplied by the number of units. Averages below 90.0 may not be rounded up to 90.0. An example for a pupil who entered grade 9 in 1985 and who completed the major sequence requirements in the areas of mathematics and science follows.

• Comprehensive English	92%
• United States history and government	85
• Major sequence courses	
Sequential math, course I	89
Sequential math, course II	91
Sequential math, course III	93
Earth science	92
Biology	88
Chemistry	90
Total	720

Average (720 ÷ 8) = 90%

Regents Credit Based on College Board Achievement Test Scores

When a pupil has completed a Regents course of study but is unable to take the required Regents examination at the end of the course, certain College Entrance Examination Board test scores may be accepted in lieu of a passing Regents examination score. The College Board Achievement Test Scores that a pupil must obtain to meet the examination requirement for Regents courses of study are given in Appendix VII. It should be noted that a pupil cannot obtain credit for a Regents course of study by obtaining only an acceptable College Board Achievement Test score. The pupil must successfully complete the Regents course of study *and* obtain an acceptable College Board Achievement Test score.

Reporting and Review of the Issuing of Regents Diplomas

A report of the number of Regents diplomas issued during the school year is included in the High School Graduation Report. Each year the Department reviews the issuance of diplomas by the schools. For that purpose, principals of selected schools are requested to submit evidence of the academic basis upon which the diplomas were issued. This information may be supplied in the form of transcripts, photocopies of school records, worksheets, or other convenient means at the discretion of the principal.

APPENDIXES

Appendix I

Addresses and Telephone Numbers of Testing and Subject Matter Bureaus

Bureau of Elementary and Secondary Testing Programs
THE STATE EDUCATION DEPARTMENT, Room 771 EBA
Albany, New York 12234
(518) 474-5099

Bureau of Elementary and Secondary Test Development
THE STATE EDUCATION DEPARTMENT, Room 760 EBA
Albany, New York 12234
(518) 474-5900

Bureau of Agricultural, Trade, and Technical Programs
THE STATE EDUCATION DEPARTMENT, Room 1621 OCP
Albany, New York 12234
(518) 474-4802

Bureau of Art, Music, and Humanities Education
THE STATE EDUCATION DEPARTMENT, Room 681 EBA
Albany, New York 12234
(518) 474-5932

Bureau of Bilingual Education
THE STATE EDUCATION DEPARTMENT, Room 308 EB
Albany, New York 12234
(518) 474-8775

Bureau of Business and Health Occupations Programs
THE STATE EDUCATION DEPARTMENT, Room 1615 OCP
Albany, New York 12234
(518) 474-6240

Bureau of English and Reading Education
THE STATE EDUCATION DEPARTMENT, Room 660 EBA
Albany, New York 12234
(518) 474-2885

Bureau of Foreign Languages Education
THE STATE EDUCATION DEPARTMENT, Room 323 EB
Albany, New York 12234
(518) 474-5927

Bureau of Home Economics and Technical Education Programs
THE STATE EDUCATION DEPARTMENT, Room 1619 OCP
Albany, New York 12234
(518) 474-3954

Bureau of Mathematics Education
THE STATE EDUCATION DEPARTMENT, Room 306 EB
Albany, New York 12234
(518) 474-3900

Bureau of Occupational Education Program Development
THE STATE EDUCATION DEPARTMENT, Room 1623 OCP
Albany, New York 12234
(518) 474-4806

Bureau of Physical Education and Safety Education
THE STATE EDUCATION DEPARTMENT, Room 978 EBA
Albany, New York 12234
(518) 474-5820

Bureau of Science Education
THE STATE EDUCATION DEPARTMENT, Room 302 EB
Albany, New York 12234
(518) 474-7746

Bureau of Social Studies Education
THE STATE EDUCATION DEPARTMENT, Room 312 EB
Albany, New York 12234
(518) 474-5978

Appendix II

SAT, ACT, and College Board Achievement Test Scores Acceptable for Meeting Competency Requirements for a Local High School Diploma

Requirement	*Test*	*Subtest*	*Minimum Acceptable Score*
Competency in Reading	SAT	Verbal	310
	ACT	Social Studies Reading	9
		or	
		Natural Sciences Reading	15
Competency in Writing	SAT	Verbal	310
	ACT	English Usage	12
Competency in Mathematics	SAT	Mathematical	350
	ACT	Mathematics Usage	12
Competency in Science and Social Studies	The College Board Achievement Test scores which are acceptable for meeting the requirements for a Regents-endorsed diploma in the areas of science and social studies are also acceptable for meeting the competency requirements in those areas. (See Appendix VII.)		

Appendix III

Samples of Department-Approved ESL Tests

	Comprehensive English Language Test for Speakers of English as a Second Language (CELT)	Orientation in American English Proficiency Test (OAE)	Criterion Referenced English Syntax Test (CREST)
Purpose	Assess English language proficiency	Measure listening, speaking, reading and writing skills	English syntax
Administration	Group	Group	Group
Grade Level	High school and adult	9 – 12 and adult	4 – 12
Time	120 minutes	150 minutes	80 minutes
Description	Three multiple-choice tests: Listening, Structure, Vocabulary	Six levels evaluate student's progress in the OAE program	Three multiple-choice tests: beginning, intermediate, and advanced
Authors	Harris, David; Palmer, Leslie	Brinson, Thomas C.	
Copyright Date	1970	1974	
Publisher	McGraw Hill Book Company Princeton Road Hightstown, NJ 08520 (609) 426-5254	National Testbook Co. 4255 West Touhy Ave. Lincolnwood, IL 60646 (800) 323-4900	High School Bilingual/ESL Programs Room 502 1171 65th St. Brooklyn, NY 11219 (718) 236-3533
RECOMMENDED MINIMUM SCORES			
Years of ESL Instruction			
1	Combination of 3 subtest scores for average total of 30%	Level 1 final: score of 65%	12 of 25 objectives on Beginning Level (50%)
2	Combination of 3 subtest scores for average total of 35%	Level 3 final: score of 65%	20 of 25 objectives on Beginning Level (80%)
3	Combination of 3 subtest scores for average total of 40%	Level 4 final: score of 65%	20 of 25 objectives on Intermediate Level (80%)
4	Combination of 3 subtest scores for average total of 45%	Level 6 final: score of 65%	12 of 15 objectives on Advanced Level (80%)

Appendix IV

Examples of Modified Testing Procedures for Pupils With Handicapping Conditions*

Modification of Manner of Presentation

Category	*Examples*
Flexible Scheduling	Extend the time allotted to complete the test Administer the test in several sessions during the day
Flexible Setting	Administer the test individually in a separate location Administer the test to a small group in a separate location Provide special lighting Provide adaptive or special furniture Provide special acoustics Administer test in location with minimal distractions
Revised Test Format	Braille edition Large-type edition Increase spacing between items Reduce number of items per page Increase size of answer bubbles Reading passages should have one complete sentence per line For multiple-choice items, answers should follow questions in vertical format with answer bubble to right of each possible answer Omit questions which cannot be revised, prorate credit
Revised Test Directions	Read directions to student Reread directions for each page of questions Simplify language in directions Highlight verbs in instructions by underlining Provide additional examples
Use of Aids	Visual magnification devices Auditory amplification devices Auditory tape questions Questions read to pupil Masks or markers to maintain place Questions signed to pupil

* See "Administering Examinations to Pupils With Handicapping Conditions," (page 15).

Modification of Method of Response

Category	*Examples*
Use of Aids	Amanuensis Tape recorder Typewriter Communication device Word processor
Revised Format	Record answers in test booklet Increase spacing Increase size of answer blocks Provide cues (arrows, stop sign) on answer form

Modification of Process Used to Derive Response

Category	*Examples*
Use of Aids	Calculator Abacus Arithmetic tables

Appendix V
Sample Letter to Parents

The sample letter below contains the type of information that schools must provide the parent(s) or guardian(s) of pupils who fail a Regents competency test. When appropriate, the letter should be written in the native language of the parent(s).

Dear (Mr. and Mrs. Smith):

Your (son John) took the Regents competency test in mathematics on (date) and correctly answered (20) of the 60 questions on the test.

(John's) score indicates that (he) is not able to demonstrate the competency in mathematics that is required for a high school diploma.

In order to help (John) improve (his) mathematics skills, we are placing (him) in a special mathematics program called _____.
A description of this program is enclosed with this letter.

If you have any questions about (John's) test score or (his) special mathematics program, or about how you can help improve (his) skills in mathematics, please call (Mr. Johnson) at (telephone number).

Sincerely,

(School Administrator)

Appendix VI

Section 100.5 of the Commissioner's Regulations

100.5 Diploma requirements.

(a) *General requirements for a Regents or a local high school diploma.*

(1) Students first entering grade 9 in 1982, 1983 or 1984 shall earn at least 16 units of credit or their equivalent, as determined by the commissioner, to receive a local high school diploma, and 18 units of credit or their equivalent, as determined by the commissioner, to receive a Regents high school diploma. Such units of credit shall include:

(i) English, 4 units;

(ii) social studies, including a year of American history, 3 units;

(iii) mathematics, 1 unit, provided that students first entering grade 9 in 1984 shall earn at least 2 units of credit in mathematics as set forth in paragraph (7) of this subdivision;

(iv) science, 1 unit, provided that students first entering grade 9 in 1984 shall earn at least 2 units of credit in science as set forth in paragraph (8) of this subdivision; and

(v) health, ½ unit.

(2) Students first entering grade 9 in 1985 and thereafter shall have earned at least 18½ units of credit or their equivalent, as determined by the commissioner, in order to receive either a Regents or local high school diploma. Such units of credit shall include:

(i) English, 4 units of credit;

(ii) social studies, 4 units of credit as set forth in paragraph (6) of this subdivision;

(iii) science, 2 units of credit as set forth in paragraph (8) of this subdivision;

(iv) mathematics, 2 units of credit as set forth in paragraph (7) of this subdivision;

(v) art and/or music, 1 unit of credit; and

(vi) health education, ½ unit of credit in accordance with the requirements set forth in section 135.3(c) of this Title.

(3) All students shall have earned the equivalent of 2 units of credit in physical education in accordance with the requirements set forth in section 135.4(c)(2)(ii) of this Title. Such units of credit shall not count towards the required units of credit set forth in paragraphs (1) or (2) of this subdivision. A student who has completed the diploma requirements as set forth in paragraphs (1) or (2) of this subdivision in fewer than 8 semesters, and who is otherwise eligible to receive a diploma, shall not be required to continue enrollment in high school for the sole purpose of completing the physical education requirements as set forth in this paragraph, if the school, upon request of the student's parent or guardian, wishes to grant such student a high school diploma prior to the completion of his or her eighth semester.

(4) Regents competency testing program.

(i) Except as otherwise provided in subparagraph (ii) and (iii) of this paragraph, all students shall demonstrate competency in the basic skills:

(*a*) by passing either the Regents Competency Test in Reading and the Regents Competency Test in Writing, or the Regents Comprehensive Examination in English; and

(*b*) by passing either the Regents Competency Test in Mathematics, or a Regents examination in mathematics or business mathematics;

(*c*) for students first entering grade 9 in 1986 and thereafter, by passing either the Regents Competency Test in American history and government, or the Regents examination in American history and government;

(*d*) for students first entering grade 9 in 1987 and thereafter, by passing either the Regents Competency Test in science or a Regents examination in science; and

(*e*) for students first entering grade 9 in 1988 and thereafter, by passing either the Regents Competency Test in global studies or the Regents examination in global studies.

(ii) A student who has not passed the examinations set forth in subparagraph (i) of this paragraph because of extraordinary administrative circumstances not caused by the willful act of the student or of a teacher or administrator may demonstrate competency in academic skills comparable to that required by subparagraph (i) of this paragraph through alternative tests approved by the commissioner. Each school district or nonpublic school shall apply to the department, in a format prescribed by the commissioner, for permission to use such tests.

(iii) The principal shall review the transcript of each student first entering a New York State school after the beginning of grade 7 to determine whether or not the student has adequate preparation in science to take the Regents Competency Test in science. The principal may exempt from the Regents Competency Test requirement in science set forth in clause (d) of subparagraph (i) of this paragraph any such student determined to lack adequate preparation in science.

(iv) Remedial instruction. All students who fail the Regents competency tests in reading, writing, mathemat-

ics, American history and government, science or global studies shall be provided appropriate remedial instruction designed to enable them to pass such tests by the time they are otherwise qualified to graduate. A student who shall be provided remedial instruction, and the parent or guardian of such student, shall be notified in writing, by the principal, of the test results and the plan for remedial instruction. Such remedial instruction shall begin no later than the commencement of the school semester immediately following the semester in which the test was administered.

(5) Transfer students.

(i) The principal shall evaluate the transcripts of all students entering a New York State high school, for the first time, after the beginning of grade 9. Based on a student's past academic record as indicated in the student's transcript, the principal shall award such student the appropriate units of credit towards a local high school diploma.

(ii) Each such transfer student shall meet the requirements of the Regents competency testing program as set forth in paragraph (4) of this subdivision, provided that the principal shall review the transcript of each student first entering a New York State high school in grade 11 or 12 to determine the need for the student to meet the Regents competency test requirements. The principal may exempt such student from these requirements for those tests ordinarily taken and passed before the date of the student's entry.

(iii) A student transferring between high schools in grade 11 or 12 may be exempt from the second language requirements for a Regents diploma, as set forth in paragraph (3) and clause (5)(ii)(b) of subdivision (b) of this section, if the language in which the student began a second language sequence in grade 9 or 10 is not offered in the school to which the student has transferred. In such cases, the student shall complete 3 units of credit in second languages but not necessarily in a single language.

(6) All students first entering grade 9 in 1985 and thereafter shall earn 4 units of credit in social studies in accordance with the following:

(i) Such requirement shall include 1 unit of credit in American history;

(ii) Such requirement shall include ½ unit of credit in participation in government and ½ unit of credit in economics.

(iii) A student shall be exempted from the provisions of subparagraph (ii) of this paragraph to the extent that such student demonstrates, through department-approved examinations or such other means as may be required by the commissioner, an acceptable level of knowledge of participation in government and/or economics, in which case the required fourth unit of credit in social studies shall be met through appropriate electives.

(7) All students first entering grade 9 in 1984 and thereafter shall earn 2 units of credit in mathematics in accordance with the following criteria:

(i) The second unit of credit in mathematics shall deepen the understanding or broaden the application of a student's mathematical concepts beyond the general high school mathematics program and in accordance with criteria established by the commissioner; and

(ii) The second unit of credit in mathematics shall be taken after a student passes the Regents competency test in mathematics, or a Regents examination in mathematics or business mathematics. Students failing to pass such a test or examination may take the second unit of credit in mathematics, provided that the syllabus for such unit of credit is a State or local syllabus approved by the commissioner. All such syllabi shall meet the criteria for a second unit of credit as set forth in subparagraph (i) of this paragraph.

(8) All students first entering grade 9 in 1984 and thereafter shall earn 2 units of credit in science in accordance with the following criteria:

(i) The second unit of credit in science shall deepen the understanding or broaden a student's application of life, physical and/or earth sciences beyond the level in the State science syllabi for grades 7, 8, and 9 and in accordance with criteria established by the commissioner; and

(ii) For students first entering grade 9 in 1987 and thereafter, the second unit of credit in science shall be taken after a student passes either the Regents competency test in science or a Regents examination in science. Students failing to pass such a test or examination may take the second unit of credit in science, provided that the syllabus for such unit of credit is a State or local syllabus approved by the commissioner. All such syllabi shall meet the criteria for a second unit of credit as set forth in subparagraph (i) of this paragraph.

(b) *Additional requirements for the Regents diploma.*

(1) In order to obtain a Regents diploma, students first entering grade 9 in 1982, 1983, and 1984 shall successfully complete a sequence of 3 units of credit in one of the following areas: science, mathematics, a second language, music, art or occupational education subjects. Such units of credit shall be included in the eighteen units of credit required pursuant to paragraph (a)(1) of this section.

(2) In order to obtain a Regents diploma, students first entering grade 9 in 1985 and thereafter shall successfully complete:

(i) either:

(*a*) a sequence of 3 units of credit in each of 2 occupational education subjects, or in each of 2 second languages, or in each of 2 of the following areas: mathematics, science, a second language, occupational education, art or music, provided that, for students first entering grade 9 in 1988 and thereafter, 3-unit sequences in each of 2 occupational education subjects may not be used to meet the requirements of this clause and each 3-unit sequence in occupational edu-

cation shall meet the requirements of section 100.2(h)(3) of this Part; or

(*b*) a sequence of 3 units of credit in mathematics, science, a second language, an occupational education subject, art or music, and a sequence of 5 units of credit in either English or social studies, provided that, for students first entering grade 9 in 1988 and thereafter, such 3-unit sequence in occupational education meets the requirements of section 100.2(h)(3) of this Part; or

(*c*) a sequence of 5 units of credit in mathematics, science, a second language, an occupational education subject, art or music, provided that a student selecting a sequence of 5 units of credit in a second language may use such sequence to meet the requirements set forth in subparagraph (ii) of this paragraph, and further provided that for students first entering grade 9 in 1988 and thereafter, such a sequence of 5 units of credit in an occupational education subject shall meet the requirements of section 100.2(h)(4) of this Part; and

(ii) a sequence of 3 units of credit in a second language, except that:

(*a*) for students first entering grade 9 in 1985, 1986, 1987, 1988 or 1989 who take a sequence of not less than 5 units of credit in occupational education subjects, art or music, the 3-unit sequence required by this subparagraph may be in a second language or in any other subject area; and

(*b*) a student identified as having a handicapping condition may be excused from the second language requirement set forth in this subparagraph if such student's individualized education program indicates that such requirement is not appropriate to the student's special educational needs.

(3) Any 3 or 5 units of credit sequence in a second language shall consist of courses in a single language.

(4) Units of credit received by a student pursuant to paragraph (2) of this subdivision shall be included in the 18½ units of credit required pursuant to paragraph (a)(2) of this section, provided that a sequence in occupational education may be applied toward a Regents diploma only if such sequence has been approved by the department.

(5) In order to obtain a Regents diploma, a student shall pass the required Regents examinations as follows:

(i) For students first entering grade 9 in 1982, 1983, and 1984:

(*a*) the Regents comprehensive examination in English;

(*b*) the Regents comprehensive examination in social studies; and

(*c*) the Regents examinations, or their equivalents, in the courses comprising the student's required sequence.

(ii) For students first entering grade 9 in 1985 and thereafter:

(*a*) the Regents comprehensive examination in English;

(*b*) the Regents comprehensive examination in a second language, except that students identified in clause (2)(ii)(*a*) of this subdivision or excused from the second language requirement pursuant to clause (2)(ii)(*b*) shall not be required to pass such examination;

(*c*) the Regents examination in American history and government;

(*d*) Regents examinations for the courses in mathematics required pursuant to subparagraph (a)(2)(iv) and paragraph (a)(7) of this section;

(*e*) Regents examinations for the courses in science required pursuant to subparagraph (a)(2)(iii) and paragraph (a)(8) of this section; and

(*f*) Regents examinations, as required by the commissioner, for the courses in any sequence followed pursuant to paragraph (2) of this subdivision.

(iii) For students first entering grade 9 in 1987 and thereafter:

(*a*) the Regents examination in global studies; and

(*b*) occupational education proficiency examinations, as defined in section 100.1(k) of this Part, for any occupational education sequence for which such tests are available.

(6) For students first entering grade 9 in 1985 and thereafter, a unit of credit towards a Regents diploma, in courses where no Regents or State test exists, other than courses in mathematics or science, shall be awarded only if:

(i) the unit of study is taught in accordance with a State syllabus approved by the department for use in a Regents-level course; or

(ii) if no State syllabus for the course is available, the unit of study is taught in accordance with a locally developed syllabus approved by the department for use in a Regents-level course.

(c) *Additional requirements for the local diploma.*

(1) In order to obtain a local diploma, students first entering grade 9 in 1982, 1983, or 1984 shall successfully complete a sequence of 3 units of credit in one of the following areas: science, mathematics, a second language, music, art or occupational education subjects. Such units of credit shall be included in the 16 units of credit required pursuant to paragraph (a)(1) of this section.

(2) In order to obtain a local diploma, students first entering grade 9 in 1985 and thereafter shall successfully complete:

(i) a sequence of 3 units of credit in each of 2 occupational education subjects, or in each of 2 second languages, or in each of 2 of the following areas: mathematics, science, a second language, occupational education, art or music, provided that, for students first entering grade 9 in 1988 and thereafter, 3-unit sequences in each of 2 occupational education subjects may not be used to meet the requirements of this clause and each 3-unit sequence in occupational education shall meet the requirements of

section 100.2(h)(3) of this Part; or

(ii) a sequence of 3 units of credit in mathematics, science, a second language, an occupational education subject, art or music, and a sequence of 5 units of credit in either English or social studies, provided that, for students first entering grade 9 in 1988 and thereafter, each 3-unit sequence in occupational education shall meet the requirements of section 100.2(h)(3) of this Part; or

(iii) a sequence of 5 units of credit in mathematics, science, a second language, an occupational education subject, art or music, provided that for students first entering grade 9 in 1988 and thereafter, such a sequence of 5 units of credit in an occupational education subject shall meet the requirements of section 100.2(h)(4) of this Part; and

(3) Any 3 or 5 units of credit sequence in a second language shall consist of courses in a single language.

(4) Units of credit received by a student pursuant to paragraph (2) of this subdivision shall be included in the 18½ units of credit required pursuant to paragraph (a)(2) of this section, provided that a sequence in occupational education may be applied towards a local diploma if such sequence has been approved by the department.

(5) In order to obtain a local diploma, students first entering grade 9 in 1988 and thereafter, and taking an approved occupational education sequence, shall pass the appropriate occupational education proficiency examinations, where available, as defined in section 100.1(k) of this Part.

(d) *Alternatives to specific Regents and local diploma requirements.*

(1) A student may earn a maximum of 6½ units of credit for either a Regents or local diploma without completing units of study for such units of credit, if:

(i) based on the student's past academic performance, the superintendent of a school district or the chief administrative officer of a nonpublic school, or his or her designee, determines that the student will benefit academically by exercising this alternative;

(ii) the student achieves a score of at least 85 percent, or its equivalent as determined by the commissioner, on a State-developed or State-approved examination;

(iii) the student passes an oral examination or successfully completes a special project to demonstrate proficiency, as determined by the principal, in the subject matter area; and

(iv) the student attends school, or received substantially equivalent instruction elsewhere, in accordance with section 3204(2) of the Education Law, until the age of sixteen, pursuant to sections 3204 and 3205 of the Education Law.

(2) Art and/or music.

(i) A student may obtain the unit of credit in art and/or music required pursuant to subparagraph (a)(2)(v) of this section in the following manner:

(*a*) by participating in a school's major performing organization such as band, chorus, orchestra, dance group or theatre group; or

(*b*) by participating, only in exceptional situations, in an advanced out-of-school art or music activity. Credit for such participation shall be upon recommendation by the student's art or music teacher, shall be approved by the art or music department chairperson, if there is one, and by the school principal, and shall be consistent with the goals and objectives of the school's art and/or music program.

(ii) A student may receive a unit of credit for participation in such activities if such participation is equivalent to a unit of study, or a student may receive ½ unit of credit for such activity equivalent to ½ unit of study.

(3) Occupationally related mathematics and science.

(i) Regents diploma. Students first entering grade 9 in 1984 and thereafter may use 1 unit of credit earned in an occupationally related science or mathematics course, a Regents science or a Regents mathematics course, both towards meeting the science or mathematics requirement for a Regents diploma and towards an approved sequence in occupational education, only if such courses are approved by the commissioner for such purpose. For occupationally related science and mathematics courses, such approval shall be granted only upon the submission of evidence that such courses are equivalent to Regents courses in science and mathematics. However, the unit of credit earned for such a course shall count as only 1 unit of credit towards the 18½ units of credit required for a Regents diploma.

(ii) Local diploma. Students first entering grade 9 in 1984 and thereafter and taking an approved sequence in occupational education may use 1 unit of credit earned in the occupationally related mathematics course or the business mathematics course, and/or 1 unit of credit earned in the occupationally related science course towards meeting the mathematics and/or science requirements or sequence requirements in mathematics or science for a local diploma, provided that such courses shall be taught in accordance with the appropriate State-developed or State-approved syllabi.

(4) Scores obtained on appropriate examinations of the College Entrance Examination Board and the American College Testing Program, as designated by the commissioner, may be used in lieu of the corresponding Regents examination requirements for a Regents high school diploma, required pursuant to subdivisions (a)(1)–(2) and (b) of this section, and to satisfy the requirements of the Regents competency testing program set forth in paragraph (a)(4) of this section.

(e) *Accelerated graduation.* Notwithstanding any other provisions of this section, students seeking to complete the diploma requirements prescribed by this section in less than four years shall be subject to the diploma requirements applicable to a student who first entered grade 9 four years prior to the school year in which the diploma is to be awarded, provided that a student graduating at the end of the fall semester shall be subject to the graduation requirements in effect for the preceding school year.

(f) *Students studying abroad.*

(1) For students pursuing a local diploma and spending a period of time studying in another country, the principal shall evaluate the course work and assign the appropriate units of credit towards a local diploma. A student shall complete all required Regents competency tests, even if such tests would normally be taken during the period of time when the student was studying in another country, provided that the student may take such Regents competency tests upon return to the home school.

(2) For students pursuing a Regents diploma and spending a period of time studying in another country, the principal shall evaluate the course work and assign the appropriate units of credit towards a Regents diploma only after such student has passed the required Regents examinations upon return to his or her home school. With the approval of the department, appropriate units of credit may be assigned towards the fulfillment of the requirements for a Regents diploma, for courses where no Regents examination exists.

Appendix VII

College Board Achievement Test Scores Acceptable for Meeting Requirements for a Regents Diploma

The College Board Achievement Test score given below for each Regents subject is the minimum acceptable score that can be substituted for a Regents examination score when a pupil is unable to take the Regents examination because of extraordinary circumstances but has successfully completed the Regents course of study for that subject. For example, if a pupil successfully completes three years of study based on the English Regents curriculum, but is unable to take the Comprehensive English Regents examination, the pupil may be granted Regents credit for English if the pupil obtains scores of at least 410 on both the English Composition and Literature College Board Achievement Tests.

Regents Subject	*College Board Achievement Test*	*Minimum Acceptable Score*
English	English Composition	410
	and	
	Literature	410
United States History and Government	American History and Social Studies	410
Global Studies	European History and World Cultures	430
Mathematics*	Mathematics Level I	470
	or	
	Mathematics Level II	580
Foreign Languages		
French	French	460
German	German	460
Hebrew	Hebrew	530
Latin	Latin	440
Russian	Russian	530
Spanish	Spanish	450
Science		
Biology	Biology	500
Chemistry	Chemistry	510
Physics	Physics	500

* A pupil may obtain Regents credit for a three-unit sequence in mathematics by successfully completing three years of high school mathematics and obtaining a score of 470 on the Mathematics Level I College Board Achievement Test or a score of 580 on the Mathematics Level II Test.

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